

10117 REPORT

ON THE PROGRESS OF

EDUCATION

IN THE

PUNJAB

FOR THE YEAR

1917-18.

**Report on the Progress of Education
in the Punjab for the year
1917-18.**

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CONTENTS.

CHAPTERS—	PAGE.
I.—General Summary	1
II.—Controlling Agencies	4
III.—Collegiate Education	6
IV.—Secondary Education (Boys)	7
V.—Primary Education (Boys)	11
VI.—Training of Teachers	14
VII.—Professional, Technical and Special Education	15
VIII.—Female Education	17
IX.—Education of Europeans	19
X.—Education of Special Classes	21
XI.—Text Book Committee	22
XII.—The Schools and the War	23
 TABLES—	
I.—Abstract statement of colleges, schools and scholars	i
II.—Abstract statement of expenditure on public instruction	ii—iii
III.—Colleges, schools and scholars	iv—vii
III-A.—Number of scholars classified according to sex, race or creed	viii—ix
III-B.—Number of European colleges, schools and scholars	x—xi
IV.—Expenditure on public instruction	xii—xv
IV-A.—Expenditure on public instruction (Europeans)	xvi—xvii
V.—Stages for instruction of pupils in public schools for general education	xviii—xix
V-A.—Number of pupils in each stage of instruction classified according to sex, race or creed	xx—xxi
VI.—Results of the prescribed examinations	xxii—xxvii
VII.—Distribution of local boards and municipal expenditure on public instruction	xxviii—xxx
VIII.—Attendance and expenditure in hostels and boarding-houses	xxxii
IX.—Number and qualifications of teachers	xxxiii
X.—Classifications of pupils by departments	xxxiv
XI.—Particulars of Muktabas, Mulla Schools and Patahalas	xxxv
XII.—Supplementary return showing particulars of Vernacular Primary Schools for boys by districts	xxxvi—xxxix

Proceedings of His Honour the Lieutenant-Governor of the Punjab in the (Home—General) Department, No. 23934—Home, dated 30th December 1918.

READ—

The Report of the Director of Public Instruction, Punjab, for the year ending 31st March 1918.

1. In the last review on education in the Punjab the Lieutenant-Governor had an opportunity of surveying the whole field of progress during the period of five years from 1911-12 to 1916-17. In the year 1917-18, as in recent years, the war hampered the rapid expansion of education which might otherwise have been counted upon. But there has been no real set-back. The number of students in Arts and Professional Colleges shows a steady increase, in secondary schools there has been a slight gain, while the small falling off in pupils in primary schools is probably as much due to an unhealthy season in which plague and malaria were unusually prevalent as to the direct effects of the war. Finally, Government in no way reduced its expenditure on education, the total charges for which rose from 109 to 115 lakhs.

2. The year was marked by a thorough investigation and discussion of the principles of primary and secondary education, and of practical measures for their improvement which are expected to have a very definite bearing on the future of educational policy in the Province. The Lahore Conference of April 1917 examined various subjects, such as the teaching of English, the inauguration and expansion of the provident funds system, the training of oriental teachers and other matters bearing on the general educational welfare of the Province. Other committees have discussed technical, industrial and agricultural education, and in regard to the latter have formulated proposals which have since been accepted as the basis of future policy. But the event which is likely to overshadow all others has been the introduction of a Compulsory Education Bill. The Bill was published for opinion in October 1917. It was, however, introduced into Council only during the current year, and any pronouncement on the subject would be premature in the present review. But it is desirable to take this opportunity of explaining the position in regard to demands made in certain quarters that compulsory primary education should be free.

The draft Bill contains a section permitting local bodies to remit fees for any of the boys required to attend school under the Act, provided that reasonable compensation is paid to institutions under private management for any loss in fee income entailed on them by such remission. The need for such a proviso is often overlooked by those who dilate upon the duty of Government to provide 'free primary education.' So far as municipalities are concerned primary education is for the most part supplied by the primary departments of aided secondary schools. Several important municipalities only maintain one lower primary school each. It would cost such municipalities little to remit fees in the municipal schools; but they would thereby be forcing a similar remission on aided schools, who did not wish to lose their poorer pupils.

The case is somewhat different in rural areas where the majority of boys (girls pay no fees) attend board primary schools. These schools are maintained from District Board funds derived mainly from the proceeds of a cess on the land revenue supplemented by Government grants; consequently the children of agriculturists and village artisans, who pay this cess directly or indirectly, are wholly exempt from the payment of tuition fees. The only contribution made by non-agriculturists is the maintenance of board schools, of which they take greater advantage than the agriculturists. Their exemption is in the nature of a subsidy, for in the case of the agriculturists the Government is not only exempting them from the payment of tuition fees, but also from the payment of the land revenue cess which is the source of the funds which maintain the schools.

was Rs. 1,49,086, to which must be added the fees paid by boys attending the vernacular classes of secondary schools, possibly amounting to half a lakh more, bringing the total amount paid in fees for vernacular primary education in the Province to about two lakhs of rupees only as against a total expenditure of over 2 lakhs. There is much to be said for the view that these two lakhs can be better employed in extending primary education to the general public, especially in rural areas, than in remitting the almost nominal fees to those who can well afford to pay them. Anyhow the matter is one to be left to local bodies with the proviso above explained.

3. The proposed legislation paved the way for the appointment of a committee on District Board educational finance, which met in October 1917; its recommendations are noticed in later paragraphs of this review, and the orders passed upon it mark a great step forward in the improvement of rural education and for the creation by local bodies with substantial Government aid of the conditions which are essential before the principle of compulsion can be accepted.

4. The demand for collegiate education has in no way slackened. An additional Arts College, the Guru Nanak Khalsa College at Gujranwala, brings the total number of such institutions in the Punjab up to eleven, while the number of students has advanced from 4,221 to 4,597, most of the colleges contributing to the increase. Of mofussil colleges the Khalsa College at Amritsar is making exceptional progress. In a number of cases the demand for admission could not be met and to meet the wants of those who cannot find accommodation in or meet the expense of the Lahore colleges, Government has now under consideration proposals for establishing two second grade colleges outside Lahore. The standard of instruction has throughout been well maintained, the Agricultural College at Lyallpur and the Government School of Engineering at Rasul calling for particular mention. It is gratifying to hear that the transfer of the Clerical and Commercial Classes at Amritsar to the Government High School there has been an unqualified success, and Mr. Richey's proposals for the institution of a diploma for commerce are under the consideration of the University. The professional and technical institutions generally cannot keep pace with the demand for qualified graduates, but while the legal profession is already overstocked the number of admissions to the Law College is increasing by leaps and bounds, perhaps as a result of the limited number of admissions to the other institutions.

5. In view of the special conditions created by the war the building programme of the department has been to a large extent in abeyance. In Lahore itself, a central site, opposite the gate of the Government College, has been purchased for the erection of a hostel to contain 250 students, and the plans and estimates have now been approved by Government. At the Forman Christian College a new block for classes in industrial chemistry was completed during the year. Outside the capital, projects are now in hand for the building of normal schools at Rohtak, Gakhar and Sargodha. The Khalsa College, Amritsar, has been extended by the construction of a new block of cubicles, thanks to the generosity of His Highness the Maharaja of Faridkot, and by additions to the chemical laboratory. Minor works were also carried through at other stations. In commenting upon building operations in secondary schools Mr. Richey remarks that the Sikh community are quick to erect good buildings for their new High Schools, and at the same time sounds a necessary note of warning against the eagerness to open new schools before providing adequate accommodation.

6. The adoption of the vernacular medium for instruction in the primary departments of Anglo-vernacular schools for all pupils except those

and Egypt doubtless differ in many respects, but there must also be many points of similarity.

Mr. Richey comments upon the uneven distribution and frequent insufficiency of vernacular middle schools in the Province. The main difficulty appears to lie in the financial inability of local bodies to provide expensive institutions in which the fees charged are low, and this difficulty may be met to some extent by the introduction of English as an optional subject in such schools. In two districts English has already been introduced as an optional subject in vernacular middle schools, and the demand for this subject is likely to be considerable. Here too special care should be taken that those in whose interests English teaching is introduced should pay for it themselves and not throw the cost on the local rates on which primary and vernacular education should be a first charge. The suggestion that the present distinction between vernacular and Anglo-vernacular middle schools may ultimately be eliminated by the addition of English as a voluntary subject is of great interest, the more so as vernacular middle schools form the only training ground for primary school teachers. The instruction in schools of the middle department is generally good, but it is a matter for regret that Urdu should be reported as one of the weakest subjects in the secondary school curriculum. The system of class libraries, containing books suitable to the standard reached, is one which appears to hold out a remedy for a state of affairs that cannot be regarded with complacency.

7. The fetish of examinations, alluded to in the last review, is again noticed in the report. It is never easy to regulate the examination system in such a way as to ensure that equal industry and intelligence are required for passes in different subjects but it is to be regretted that the increasing popularity of agriculture as a pass subject should be ascribed to the belief among students that a pass in this subject which is largely taught from the text book is more easily secured than in other subjects. An honourable exception is made of the Zamindari High School, Gujrat, where instruction is given on a district board farm and where two boys won prizes at the ploughing competition at the district horse show, but the arrangements now introduced for putting teachers through a practical course of agriculture at the Lyallpur College should pave the way for making the teachers of and the examination in agriculture in secondary schools more thorough and searching. The Lieutenant-Governor has read the remarks (paragraph 17 of report) of the Rawalpindi and Jullundur Inspectors regarding school discipline and organization with some concern. They reveal an unhealthy competition and unscrupulous methods of recruiting students on the part of certain headmasters and managers of aided schools, which in the interests of education should be sternly checked, if necessary by the withdrawal of Government aid and recognition.

8 The decrease in the number of scholars attending primary schools (from 245,628 to 243,149), although the number of schools increased by 164, is attributed partly to the malaria epidemic in the autumn and partly to the withdrawal of many senior pupils for work on the land in heavily recruited areas. The latter cause might explain the falling off of 4,100 boys in Rawalpindi, but not that of 2,404 in the Multan Division where recruiting for the army has been very poor. The three remaining divisions show an increase. Instruction in the primary schools is still in many cases poor in quality, the fault being usually due in part to the excessively large classes which teachers are expected to control. This evil has not escaped notice, and proposals have been made during the current year to give effect to the recommendations of the Educational Dispersal Commission on this subject. The scheme for the extension and improvement of vernacular schools, which has been approved by the Government, is the subject of a separate report.

prominent feature is the proviso that the Government grant shall depend upon a satisfactory scale of salaries for teachers, thereby securing the first essential to successful expansion. The ultimate recurring cost of the 5-years' programme is roughly twelve lakhs, of which Government undertakes to provide, in addition to present grants, about two-thirds or eight lakhs, the grants varying from 50 to 100 per cent. according to the claims and circumstances of each district, in estimating which war services have been given a prominent place. For non-recurring expenditure Government has accepted a liability of two lakhs per annum for 5 years on condition that the boards will provide half that amount.

9. The Lieutenant-Governor welcomes the increasing indications that as a result of the measures which have steadily been pursued for improving pay and prospects the quality of the candidates for the teaching profession is steadily improving. With the prospect of a rapid expansion in vernacular education the importance of this side of the problem can hardly be exaggerated. The Central Training College at Lahore has had a successful year, and the large increase of the staff, which has recently been proposed, if sanctioned by higher authority, should enable the College to keep pace with the rapidly growing demand for qualified teachers, as well as for the necessary additions to the inspecting staff. Among normal schools for men no change has been reported during the year, but sanction has been accorded to the opening of an additional normal school at Lahore, and also of four normal schools for women at centres outside the capital so as to provide one for each division. The percentage of trained teachers in both secondary and primary schools is steadily increasing; it is naturally highest in Board schools, but in the Province as a whole the proportion of trained teachers is only 53 per cent. of the whole body, and varies within wide limits from district to district.

10. Schools for girls show a slight increase from 990 to 1,015, while the number of pupils was practically unchanged. Five-sixths of the girls are in the lower primary stage, and the number of school girls in the province who have advanced beyond that stage is less than 10,000, but there is a satisfactory increase in the number who are going on for higher education and intend to qualify themselves for the teaching profession. The cause of the halting rate of progress is, perhaps, due as much to the serious dearth of trained teachers as to the slow growth of public opinion in favour of female education. The addition of four normal schools should remove the former defect by encouraging teachers to undergo a more extended training. The inspecting staff is declared by Mr. Richey to be insufficient, but this criticism would lose some of its force if the proportion of qualified teachers were steadily augmented, and local bodies should be stimulated to promote this object by every possible encouragement.

11. The year has not been marked by any noteworthy changes in the sphere of European education. A slight rise in expenditure on staff grants has been necessary to improve the salaries of qualified teachers, whose numbers have also been increased. The recruiting of assistant masters is an important problem, and the Lieutenant-Governor shares Mr. Richey's apprehension that the difficulties of recruitment after the war will not diminish. Of a total of 3,345 masters and boys no less than 339 have joined the army during the war and many have won distinction for themselves and their schools. The Military Asylum at Sanawar and the Lawrence School at Ghora Gali have continued to do useful work in other directions, and the latter is to be specially commended in its success at the High School and Middle School examinations.

The state of education among Muhammadans will appear from the following figures. They represent 85 per cent. of the total population and

In the primary department there has been a falling off of about 3 per cent., in the middle and high a slight and in the Colleges a marked improvement. Among Sikhs the proportions are much higher, but they are still below those for Hindus, especially in college education.

12. An effort is now being made by the Text-Book Committee to limit the award of prizes only to works of outstanding merit and to increase *pro tanto* the value of the rewards. Another and more important measure has been the endeavour to standardise the technical terms in use in vernacular text-books. Six small sub-committees have been formed for the purpose, and the results of their labours will be laid before the Text-Book Committee. The work is one of no little difficulty, but its advantages are obvious.

13. The *personnel* of the Education Department has seen several changes. On 1st April 1917 Mr. Richey took over charge from Mr. Godley, and to him the Lieutenant-Governor's thanks are due for the success of his first year's working of the department and for a report which is full of interest. Other changes strike a sadder note; the death of Khan Sahib Khalifa Imad-ud-din has been a serious loss to the department. Further afield, in Mesopotamia, Mr. J. E. Gately, formerly Professor of Economics at the Government College, Lahore, who joined the Indian Army Reserve of Officers at the beginning of the war, died on the 7th of June 1917. The report appropriately closes with an interesting summary of the aid given by the department in men and in money towards the prosecution of the war. The admirable work done by the University Signalling Section in Mesopotamia has received special commendation from the Military authorities, and the only regret is that more College students did not avail themselves of the opportunity offered for patriotic service. Apart from the European schools above alluded to teachers or students of the primary and secondary schools furnished over 7,000 recruits to the army, while the schools and colleges invested 6 lakhs in the war loan, and subscribed $1\frac{1}{2}$ lakhs for objects connected with the war. This is a record of which masters and boys, as well as the officers of the department who worked so zealously and successfully to explain the true objects of the struggle and arouse a sense of patriotic ardour, may well be proud. The recruiting figures of the Jat High School, Rohtak, the Middle School Kalanaur, the Amin Chand High School, Bajwara, the Khalsa High School and the Christian Boys Boarding School, Ludhiana, the Mission High School, Dalwal, and the Middle School, Mahlpur, the Mission School Martinpur and the Middle School, Gurgaon—to mention only a few out of many—are truly remarkable. The Lieutenant-Governor would suggest that in all cases where a considerable number of the teachers and staff have served in the war, their names should be commemorated in a Roll of Honour to be maintained in the School, a special place of distinction being given to those who made the supreme sacrifice.

ORDER.—Ordered that the above remarks be printed and circulated with the report; also that they be published in the *Punjab Government Gazette*, and be forwarded to the Director of Public Instruction, Punjab, for information, and also that they be submitted to the Government of India, to the Department of Education, with copies of the report.

By order of His Honour the Lieutenant-Governor of the Punjab.

R. D. CHAKRA.

Report

ON THE EDUCATION OF

EDUCATION IN THE PUNJAB

FOR THE YEAR

1917-18.

CHAPTER I

GENERAL SUMMARY

The report of this year has in the orders of Government been reduced in size. The only reduction has been facilitated by the fact that, while the period under review has seen a number of new measures for the improvement and development of education have been considered and initiated, it was not marked by the actual introduction of any important changes.

2. A general comparison of the educational statistics for the years 1917-18 and 1918-19 is given on the next page. It will be seen that for the first time there has been both a decrease in the number of schools and in the number of pupils attending them. The largest decrease is in the number of private institutions. Although the figures for a class of institutions are not reliable yet they show a considerable increase in the last quarter. In showing a decrease of 10% of scholars. Hitherto, however, the increase in the number of private institutions has more than counterbalanced this decrease. It is gratifying to note that last year though there was an increase of 171 in the number of public institutions for males there was at the same time a decrease of 1,666 in the number of scholars attending them. The decrease is chiefly in the attendance at primary schools and is therefore dealt with more fully in Chapter V.

It is attributed by Inspectors to (a) sickness, (b) the war, and there is no doubt that the latter the chief cause. The fact that owing to the pre-occupations arising out of the war, especially recruiting, Deputy Commissioners and members of District Boards were unable to devote as much attention as usual to the needs of rural education was no doubt a contributory cause; for in one western district where the Deputy Commissioner took a keen interest in this subject, the attendance at existing schools and the demand for new schools showed no abatement in spite of a decrease in the adjacent Districts.

3. The year opened with a general Educational Conference held at Lahore in April, 1917, and attended by about fifty persons. At this conference a number of important subjects were discussed, e.g., the teaching of English, the use of the vernacular medium, provident funds, grant-in-aid rules, the training of oriental teachers, etc. The action taken on the various recommendations of the Committee will be dealt with in the appropriate chapters of this report. The most important recommendation of the Conference, namely, the adoption of the vernacular medium in middle departments for all subjects save English, was adopted at once. The Conference also recommended to the Government the use of the vernacular as an alternative medium for the teaching of English in the primary and middle departments. The Government have agreed to consider this recommendation.

General Statistics for British Territory in the Punjab for the year 1917-18.

	NUMBER OF INSTITUTIONS.				NUMBER OF SCHOLARS.				EXPENDITURE.			
	1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.
PUBLIC INSTITUTIONS.												
<i>For males.</i>												
Arts Colleges	10	9	1	...	4,484	4,076	408	...	Rs. 6,85,834	Rs. 6,12,597	Rs. 23,237	...
{ English ...	1	1	...	...	113	145	...	32	29,259	33,272	...	4,013
{ Oriental ...	1	1	...	...	437	295	142	...	27,368	21,090	6,218	...
{ Law College ...	1	1	...	...	289	232	57	...	1,51,771	1,28,192	23,579	...
Professional Colleges.	1	1	...	...	112	113	...	1	72,363	68,427	3,936	...
{ Agricultural College	1	1	...	...	218	274	14	...	1,01,681	1,09,921	...	8,240
{ Veterinary College	1	1	...	...	281	273	9	...	1,09,831	1,19,202	...	9,371
{ Teaching College ...	2	2	...	...	...	...	...	...	...	...	...	...
High Schools	143	136	7	...	55,235	54,135	1,100	...	21,19,632	20,28,539	91,093	...
Middle Schools	291	286	5	...	56,542	57,159	...	617	10,22,728	9,51,739	70,689	...
Total Secondary Schools	434	422	12	...	111,777	111,294	483	...	31,42,360	29,80,278	1,62,082	...
Primary Schools	5,084	4,618	166	...	243,345	245,819	...	2,474	17,01,552	15,82,683	1,18,869	...
Total Schools for General Education	5,518	5,340	178	...	355,122	357,113	...	1,991	48,43,912	45,62,961	2,80,951	...
Institutions for Special Instruction	51	56	...	5	4,206	4,478	...	272	4,13,63	3,84,130	29,633	...
Total institutions for General Education and for Special Instruction.	5,569	5,412	174	...	365,262	366,928	...	1,666	69,57,222	60,39,792	3,45,930	...
<i>For Females.</i>												
Arts Colleges	1	1	...	...	24	15	9	...	7,144	7,387	...	223
Professional Colleges	1	1	...	...	33	38	...	5	20,099	15,464	4,635	...
High Schools	18	17	1	...	2,730	2,582	148	...	3,49,147	2,20,275	1,28,872	...
Middle Schools	62	58	4	...	8,829	8,635	194	...	2,04,512	1,79,127	25,375	...
Total Secondary Schools	80	75	5	...	11,559	11,217	342	...	5,53,649	3,99,402	1,54,247	...
Primary Schools	954	935	19	...	42,244	42,032	212	...	4,04,801	3,81,886	22,915	...
Total Schools for General Education	1,034	1,010	24	...	53,803	53,249	554	...	9,58,450	7,81,288	1,77,162	...
Institutions for Special Instruction	20	18	2	...	922	813	109	...	1,44,795	99,164	45,631	...
Total Institutions for General Education and for Special Instruction	1,054	1,030	26	...	54,725	54,115	667	...	11,30,488	9,03,283	2,27,205	...
Total Public Institutions for males and females.	6,642	6,442	200	...	420,044	421,043	...	999	75,16,210	69,43,075	5,73,135	...
PRIVATE INSTITUTIONS.												
For males	1,838	2,048	...	205	36,682	42,194	...	5,562	...	...	...	...
For females	761	872	...	111	12,163	13,501	...	1,338	...	...	...	...
Total males and females	2,599	2,915	...	316	48,795	55,695	...	6,900	...	...	...	...
GRAND TOTAL OF INSTITUTIONS, PUBLIC AND PRIVATE.	9,241	9,357	...	116	468,839	476,738	...	7,899	...	...	...	...
Scholarships	...	...	...	...	...	...	...	...	3,98,658	3,48,154	55,504	...
Other charges	...	...	...	...	...	...	...	...	35,57,984	35,77,091	...	19,107
GRAND TOTAL OF EXPENDITURE	...	...	...	...	...	...	...	...	1,14,72,852	1,08,63,320	6,09,532	...

4. In July the Local Government issued a circular on the subject of vernacular education in District Board areas, in which it pointed out the need for a consistent policy for the improvement and expansion of rural education, outlined such a policy and called for an educational survey of each District in the Punjab. This survey was completed in March and forms the basis of a comprehensive scheme which has been introduced during the current year. The subject is dealt with in Chapter V.

As an outcome of the July letter a committee on District Board Educational Finance was appointed by Government and met in October under the chairmanship of the Hon'ble Mr. P. J. Fagan, C.S.I., Financial Commissioner. The recommendations of this committee are of the greatest importance and are briefly summarised below—

(1) That the improvement and expansion of education in rural areas should proceed in accordance with definite five-year programmes administratively sanctioned by District Boards.

(2) That Government should meet a fixed proportion of the cost of such programmes, the proportion to vary in accordance with the financial resources of each District Board.

- (iv) That the status of District Inspectors should be assimilated to that of Assistant Inspectors.

These and a number of minor resolutions passed by the committee are dealt with in various succeeding chapters of this report.

A Bill for the introduction of compulsory primary education was published for opinion in October, 1917, but was only introduced into Council during the current year. Meanwhile it is understood that both the Lahore and Multan Municipal Committees have been conducting enquiries with a view to the adoption of such a measure if the Bill passes into law. It is hoped that their example may be followed by other local bodies.

The standing committee on technical and industrial education submitted to Government proposals for the reform of industrial schools in the Province. These proposals were circulated by Government to local bodies. The replies were received during the current year, and action could not therefore be taken on the proposals during the period under review.

The subject of agricultural education was discussed by the Agricultural and Education Departments during the year, and decisions on this very important question were ultimately reached in conferences which met during the current year.

A scheme for a University diploma in commerce was submitted by the Education Department to the Syndicate of the Punjab University and is at present under consideration by that body.

A recurring grant of Rs. 1,75,000 was made by the Imperial Government for the training of teachers and the improvement of their salaries at the beginning of the year under review. It was decided that the money should be utilised in —

- (i) strengthening the staff of the Training College in order to admit more students and to provide for the training of oriental teachers ;
- (ii) the opening of four normal schools for women at centres outside Lahore ;
- (iii) the opening of an additional Normal School for men in the Lahore Division ;
- (iv) the revision of the Subordinate Educational Service especially with a view to improving the pay of oriental teachers ;
- (v) special grants to aided schools for the encouragement of provident funds (a form of expenditure suggested by the Government of India).

Proposals for (i) were submitted to the Local Government in December and now await the sanction of the Government of India and of the Secretary of State. (ii) and (iii) were brought into effect this year. Proposals for (iv) have been submitted to the Local Government, while (v) was discussed in a committee of headmasters and managers and is awaiting a calculation of the financial effects of the proposals of that committee.

Pending the introduction of these measures, which will fully utilise the Imperial grant, it is obvious that the money immediately available can only be employed on capital expenditure. It was accordingly decided to use it for the construction of normal schools at Rohtak, Gakkhar and Sargodha and the extension of the Karnal Normal School, projects connected with the training of teachers which had long been in abeyance for lack of funds. Owing to delay in the preparation of plans the Public Works Department were only able to spend a small portion of the sum available during 1917-18, but the balance of that year's grant has been carried on to this year and these projects are all now in hand.

The only other important building project deserving of mention, which was initiated last year, is the construction of a school for the Government College, Lahore. A central site was purchased at a cost of Rs. 1,17,798 and work is being commenced this year. A decision of this important question, which has been pending for some twenty years, is therefore at last in sight.

CHAPTER II.

CONTROLLING AGENCIES.

6. I took over the post of Director of Public Instruction on April 1st on the retirement of Mr. J. C. Godley, C.S.I., who had held this office for nearly ten years.

There was only one change amongst the Inspectors. L. Hari Das taking over charge of the Ambala Division on the death of Khan Sahib Khalifa Imad-ud-din in August, 1917, and S. Maqbul Shah, Assistant Inspector, being promoted to the post of Second Inspector, Jullundur.

Mr. Sanderson, Inspector of European Schools, was permitted to join the Army Department as Inspector of physical training and bayonet fighting to the sixteenth division. He has been carrying on the office work of his civil appointment at the same time : but this dual arrangement has not proved very satisfactory.

By the death of Khan Sahib Khalifa Imad-ud-din the Department lost the services of a very experienced and efficient inspecting officer.

The Department also lost another good officer in L. Ladhu Mal, Assistant Inspector, who died in November.

Two posts of Assistant Inspector during the year were filled by the promotion of L. Karm Chand, a District Inspector, and M. Abdul Hamid, Headmaster of the Government High School, Ludhiana.

There have been a certain number of changes in the staff of District Inspectors. The importance of the work of officers of this class who are virtually in charge of vernacular education in their Districts can hardly be overestimated. The Committee on District Board Educational Finance recommended that the status of District Inspectors should be raised and in advanced Districts assimilated to that of Assistant Inspectors. The proposal is closely linked up with the question of revising the educational services and is being considered in that connection.

The system of placing Assistant District Inspectors in direct charge of tahsils has been more widely extended, and has proved very satisfactory. There is no doubt that a more general adoption of this system, which however means an increase in the number of such officers, an increase which will in any case be necessitated by the expansion of education in rural areas, will lead to a greater efficiency in the work of inspection.

Among other officers who were specially commended for good work are—

- (a) District Inspectors :—Ch. Gyan Singh of Gurdaspur, Pt. Hukam Chand of Amritsar, L. Tohlo Ram of Gujrat, Sh. Allah Rakkha of Ludhiana, L. Shiv Saran Das of Ferozepore, M. Ahmad Khan of Attock, M. Muhammad Mohsin of Shahpur, L. Ram Chand of Multan, L. Khazan Chand of Lyallpur, L. Jairam Das of Ambala and Pt. Pran Nath of Karnal.
- (b) Assistant District Inspectors :—Mir Fazl Mahmud of Rohtak, Pt. Sukh Chain Nath of Kangra, Sh. Ghulam Hussain of Hoshiarpur, M. Abd-ur-Rahman, Sh. Muhammad Nawaz Khan, Bli. Sohan Singh, L. Vaishno Das, Ch. Ghulam Mohi-ud-din, and M. Muhammad Ayub.

District Boards.

7. The total expenditure by District Boards fell from Rs. 25,40,260 to Rs. 22,79,372. Of this sum Rs. 12,71,781 was contributed by grants from Provincial revenues, including the recurring Imperial grants.

The system by which grants for Education should be made from Provincial revenues to District Boards has been much discussed in recent reports. The system in vogue up till 1915 which based the grants on the amount of the salaries paid to teachers, erred in making that which should merely form one condition of the grant, namely, the establishment of a proper rate of salaries, the sole basis for its calculation, leaving out of consideration the socially and economically important factors of the number of schools, the number of teachers, and the quality of the education.

of teachers required in each school, and still more important the comparative wealth of different District Boards. The second system introduced in 1915 also omitted the last factor, and made no provision for the improvement of existing schools.

The whole question was discussed in great detail by the Committee on District Board Educational Finance which arrived at a solution, which appears to give due weight to all the necessary factors. The Committee recommended—

- (a) that the improvement and extension of vernacular education under District Boards should proceed in accordance with detailed five-year programmes to be drawn up by District Boards and approved by Government whose assent to any programme would imply its willingness to contribute its share of the cost;
- (b) that the share of the cost of any approved programme to be met from provincial revenues should be determined by assigning to each District Board a grade (50, 60, 70, etc. calculated on the basis of its wealth, its present expenditure on education, etc., etc., and signifying the percentage of its future expenditure on education (i.e., on its approved programme) which Government was prepared to meet : *e.g.*, a Board graded at 50 would find one-fifth only while Government would find the remaining four-fifths of the sum required;
- (c) the grant made in one year would automatically be repeated in the ensuing year and any additional grant to be made would be based on any new sum provided by the Board from its own resources for education.

The establishment of a satisfactory scale of salaries for teachers should be a first condition of the award of any grant.

These recommendations have been accepted by Government and steps have been taken to bring the new system into effect during the current year. The obvious advantages of it are that such sums as Government may have to disburse will be distributed to the best advantage over the whole Province; that Boards will not be expected to do more than their financial position warrants; that at the same time a District Board having 'administratively sanctioned' a five-year programme will be expected to carry it out, and that its educational policy will not therefore be effected during that period by any change in its personnel. At the same time a satisfactory scale of salaries for teachers is assured.

The Committee also recommended the adoption of definite building programmes by District Boards, and regular annual contributions from Provincial revenues for this purpose.

It further recommended that English should be introduced as an optional subject in Board Middle Vernacular schools and that apart from this experiment the connection of District Boards with anglo-vernacular education should cease. The first part of this recommendation is already being given effect to, the financial effect of the latter is being calculated.

When the proposals of the Committee have all been brought into force the relations of Government, District Boards and the Education Department should be very much simplified and improved.

Meanwhile Inspectors report satisfactorily on the management of education by District Boards : though there was little expansion during the past year.

8. The responsibilities of Municipal Boards in the matter of education will be very much increased if the provisions of the Compulsory Primary Education Bill are introduced into any municipal area. At present they are largely confined to the payment of grants to aided primary departments according to rigid rules. Municipalities cannot as yet be said to be awake to their responsibilities; nor have they shown any initiative in the direction of opening new municipal schools, or providing the existing schools with better accommodation. It would be well if some educational representative could always be included on Municipal Boards. Municipalities.

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Their expenditure from their own resources rose from Rs. 3,95,670 to Rs. 4,07,651.

CHAPTER III.

COLLEGIATE EDUCATION.

Statistics

9. One additional Arts College was opened during the past year, the Gurnanakh Khalsa College, Gujranwala, bringing the total number of such colleges up to 11. The number of students attending them increased from 4,221 to 4,597, the largest increase (244) being in the attendance at aided institutions.

Expenditure on arts colleges increased by nearly Rs. 20,000 and now amounts to Rs. 8,15,093. The major part of the increased expenditure was met from fees (Rs. 21,138) while there was a falling off some Rs. 9,000 in subscriptions and donations.

Government College

10. The enrolment of the Government College remained practically stationary at 600, and it seems advisable in the interests of efficiency that this number should not ordinarily be exceeded.

Of the number on the roll, 54 are Brahman Hindus, 339 non-Brahman Hindus (including 8 Jains), 70 are Sikhs, 131 Muhammadans, 3 Christians and 1 Parsi.

The figures for expenditure also vary very slightly from those of the preceding year, the increase of Rs. 1,778 being merely due to the ordinary increments in the pay of the staff.

There were several changes in the personnel of the staff.

Mr. J. E. Gately, Professor of Economics, who had been on deputation to the Indian Army Reserve of Officers since the beginning of the war, died in Mesopotamia on June 7th, 1917. The resulting permanent vacancy was filled by the appointment of Lala Guru Datt Sondhi, M.A., as Professor of Economics in the Indian Educational Service with effect from September 17th.

The place of Mr. Gordon George, Professor of English, was filled by Mr. L. T. Watkins, Headmaster of the Islamia Collegiate School, Peshawar; while the Professorship of Chemistry, left vacant by the transfer of Mr. B. H. Wilsdon to the Agricultural College, Lyallpur, was filled by the transfer of Mr. H. B. Dunncliff from the Khalsa College, Amritsar.

The staff was strengthened by the appointment of Mr. R. H. Whitehouse to the Professorship of Zoology, a post which had remained vacant since its creation in 1913.

On the other hand Mr. H. L. O. Garrett, Professor of History, was permitted to join the Indian Army Reserve of Officers in October, 1917. Lala Manmohan, Assistant Professor, acted for him for two months, when he was deputed to foreign service in the Patiala State. Since then Chaudhri Abdul Hamid Khan, Assistant Professor, has been officiating in the vacancy.

Of 313 students presented for University examinations 211 passed, or 67 per cent, the highest percentages being in the M. Sc. (82 per cent.), and the Intermediate in Science (81 per cent.). One student obtained a first class in M.A. Mathematics and two in the M.Sc.

There are 308 boarders in the hostel and boarding-houses. The Principal records that their conduct throughout the year has been uniformly satisfactory. A new arrangement for messing under the supervision of a food committee and student managers has proved a great success.

A site for the new college hostel was purchased during the year for Rs. 1,17,793. It is centrally situated just opposite to the College gates. Plans and estimates for a hostel to contain 250 students have been submitted to Government and work is being commenced during the current year.

The various College societies, social and athletic, continued to flourish. Reference to the war news association is made in Chapter XII of this Report.

11. The following are developments in colleges under private management of interest. At the Derman Christian College a new block for classes has been completed at a cost of Rs. 40,000.

improvements, including the removal of the library from the Hall to special rooms prepared for it, have been effected. A Christian Hostel was opened in connection with the Gordon College, Rawalpindi. A provident fund for the staff was established at the Murray College, Siālkot. Four new dormitories were added to the Rivaz Hostel of the Islamia College, but the numbers at this institution have now risen to 470 and the question of extending the accommodation and grounds is now urgent.

At the Khalsa College, Amritsar, a new block of 50 cubicles was built at the cost of Rs. 24,000, generously donated by His Highness the Maharaja of Faridkot; and the Chemistry laboratory was extended at a cost of Rs. 22,000 of which Government provided Rs. 10,000. The numbers in the College rose to 538, an increase of 1:1 over the enrolment of the preceding year. Nearly two-thirds of the students are Sikhs, the number of Sikh students having trebled in the last three years.

The place of Mr. Dunnicliff transferred to the Government College was filled by the appointment of Mr. Armstrong from Madras to the Indian Educational Service. A second Professor of Mathematics was added to the staff. The College was affiliated for the first time in M.A. Economics and B.Sc. Chemistry and Botany.

The numbers at the D. A. V. College again exceeded 1,000 of whom no less than 694 were housed in the main hostel and branch boarding-house. Life in the hostel, which is very carefully organised evidently proves very popular, and additional blocks are under construction. The Lal Chand Memorial Library, an attractive building, was completed during the year.

The numbers at the Dyal Singh College have increased by 75 to 660 of whom 417 are boarders, most of these, however, being housed in rented kothis. A large extension of the central boarding-house is needed. But the capital funds of the College have been needed during the past year for the construction of the Science Laboratory, which should be completed during the present year.

Some Rs. 80,000 were collected during the year for the building fund of the Sanatan Dharma College, and Rs. 10,000 were spent in purchasing adjacent land. The staff of the College was strengthened considerably during the year and affiliation up to the B.A. granted to it in seven subjects and to the M.A. in Sanskrit. The number of students consequently rose from 73 to 142.

CHAPTER IV.

SECONDARY EDUCATION (BOYS).

12. THE number of recognised secondary schools for boys rose from 413 ^{Numbers.} to 426 during the past year, and the number of scholars attending them from 110,348 to 110,839.

The new institutions consist of eight new high schools and five new Anglo-vernacular middle schools, the number of vernacular middle schools remaining stationary at 151.

The reasons for the small increase in the number of pupils are given in paragraph 2 of Chapter I.

13. The total direct expenditure on secondary schools rose from ^{Expenditure.} Rs. 28,23,739 to Rs. 29,91,845 of which Rs. 14,71,230 was met from fees.

14. The percentage of trained teachers employed in secondary schools of all kinds rose from 65 to 66. It is very satisfactory to find that the supply of trained teachers more than keeps pace with the demand for new teachers and we are thus gradually replacing unqualified by qualified teachers in existing institutions. ^{Teachers.}

15. It is unfortunate that district boards were unable to open more vernacular middle schools during the past year. These institutions owing to the ^{Middle schools.} low rate of the fees charged are more expensive to maintain than Anglo-vernacular schools; and at the same time the initiative for their foundation must come from the district board itself, since the rural classes for which these schools cater are little able to formulate their own requirements.

Schools of this type are very unevenly distributed ; in the Jullundur Division for example they vary in proportion to primary schools from 1 to 68 in the Ferozepore District, to 1 to 14 in the Ludhiana District. In the Rawalpindi District they are not only deficient in numbers but badly situated. Consequently of 29 boys who passed the last vernacular middle school examination in that district only 3 were willing to go to the Normal school, the rest proceeding to Anglo-vernacular schools.

Two important changes in the curriculum of vernacular middle schools are under consideration (i) the introduction of practical agriculture, (ii) the introduction of optional English. The former will more properly be dealt with in next year's report. The latter, to which a reference was made in the Quinquennial Review last year, was definitely recommended by the Committee on District Board Educational Finance, an account of which is given in Chapter I.

It is being tentatively adopted in the Lyallpur and Jullundur Districts and there is little doubt that it will gradually be adopted in the majority of vernacular middle schools. It is essential for the success of this step that there should be a real demand by a sufficient number of parents for English teaching, and that the genuineness of the demand should be substantiated by a monetary contribution. Anglo-vernacular education is, apart from Government High schools and provincial grants to aided schools, financed by fees and private subscriptions, and there is no reason why a community which is too small to found an Anglo-vernacular school of its own should not bear the same proportion of the cost in fees and subscriptions of the English education provided in a Board school that it would have to bear in a school of its own.

District Boards are not in a position to spend more money on Anglo-vernacular education ; indeed the Committee on District Board Finance definitely recommended that Government should take over all Anglo-vernacular schools at present managed by District Boards. The financial effects of this recommendation have not yet been calculated.

One effect of the introduction of English in vernacular middle schools should be the gradual assimilation of the courses of instruction in the two types of middle school. It is not too much to hope that the distinction between vernacular middle and Anglo-vernacular middle schools may gradually be eliminated and that one type of middle school, offering English as an optional subject, may in time be evolved.

Already the Inspector of the Jullundur Division suggests that Anglo-vernacular middle schools may be permitted to present boys for the vernacular middle examination ; and small changes in their curriculum would enable them to do so.

Instruction in secondary schools.

16 Such an assimilation has been rendered possible by the introduction of the vernacular as the medium of instruction in all subjects save English in the middle departments of Anglo-vernacular schools. This change which was recommended with remarkable unanimity by the Educational Conference of April, 1917 (see Chapter I), was at once introduced. It is as yet too early to say what its effect has been, but Inspectors prophesy nothing but good of this innovation.

In the instructional condition of the schools they report a general improvement especially in the teaching of drawing, science, drill, mathematics and English. The improvement in the first three subjects is chiefly due to the efforts of the special Inspectors, Mr. J. Y. Buchanan, L. Ratan Lal and Mr. J. S. Robson. A special class for drawing masters was held by Mr. Buchanan during the summer vacation in the Murree school building kindly lent by the Murree Municipality. The results achieved in a six weeks' course were remarkable, and a two months' course for drill instructors by Mr. Robson at Lahore was also very successful ; similar courses will be held annually in future. A demonstration in the direct method of teaching English held in the Central Training College by teachers from two schools in the Lahore District showed what could be achieved under the guidance of an Inspector who is an expert in the subject. The weakest subjects in the curriculum are reported to be history and geography and Urdu. In the last named subject as in English the weakness seems to be due to a lack of general reading. Students are too much

general reading they must rely on school libraries, which contain much useless matter, and from which they find it hard to make a suitable selection. A solution of the problem is the system introduced by Mr Wright of class libraries containing only books suitable to the standard reached by each class. His example has been followed in the Rawalpindi and Lahore Divisions. The proper use of class libraries under the guidance of a class master should be of great educational value.

A circular was issued during the year by the Department forbidding the use of 'rough' exercise books, and in a reduction in the number of note-books used, especially in view of the dearth of paper, and a restriction in the amount of written work to that amount which the teachers can properly correct. If teachers are required to look over all written work carefully there is little likelihood of excessive homework being demanded of their pupils. To restrict further the amount of home tasks, Inspectors were asked to see that time tables for home work, allotting subjects to separate days, should be drawn up by Headmasters for each class.

On the other hand if the quality of the teaching has improved, yet the choice of subjects in the High department is made, as Mr. Wright points out, with little reference "to their suitability to the circumstances of the boys, to their neighbourhood or to their walk in life.

"The fact that an elective subject, such as drawing, has been marked stiffly for two years is sufficient for that subject to be dropped entirely (although it may have been taught for five years previously), in favour of one (no matter what) in which marks can be earned more easily. Boys have been known to cram up agriculture or physiology for a few months and to obtain quite good marks".

Agriculture an increasingly popular subject, chiefly, I fear, from a belief that a pass in it is easily secured, is taught largely from the text-book. An honourable exception must be made in favour of the Zamindari High School, Gujrat, where work is done on a farm lent by the District Board under the supervision of an expert: two boys of this school won first prizes at the last Gujrat horse show in the use of the Weston and Raja ploughs.

The Lahore manual training centre has proved very successful and the subject has now been introduced into the Dyal Singh School. Further developments will have to be made by the establishment of centres attended by pupils of several high schools; but an account of the steps taken to establish such centres belongs more properly to next year's report.

A committee was appointed by the syndicate to draw up a scheme for the institution of a joint Matriculation and School Final examination. The scheme evolved by the committee, though it does not contain all the best features of a School Final examination, is a great improvement on the existing form of the Matriculation examination. It is at present under consideration by the University.

17. Inspectors have much to say that is interesting on the subject of discipline and organisation, and I regret that only a brief mention of these subjects is possible. "Ninety-nine per cent." says S. Maqbul Shah, the Rawalpindi Inspector "of all the sins of omission and commission of which our schools are capable during the course of the whole year are perpetrated in the months of March and April

Discipline and organisation.

"March is the month in which the annual promotion examinations are held and notwithstanding earnest efforts on the part of Inspectors to ensure efficient and fair and impartial results, these examinations are still too often conducted in a more or less perfunctory way, chiefly in mufassil schools, few headmasters taking the trouble to moderate carefully the question papers or to check the answer books. In some newly started community schools in the mufassil promotions are given liberally to attract boys from other schools. Thus much of the value of these examinations is lost and discipline suffers.

"April, on the other hand, is the only month in which under the rules boys are permitted to migrate from one school to another and the attempts made by some schools to entice away boys from other schools by the offer of small gifts to leave and the dodges played to delay the issue of transfer certificates till the month is over, cause no little trouble and worry to many a poor school boy and his master as well as to the Inspector."

The first evil could of course be mitigated if regular account of a boy's work throughout the year were kept and taken into consideration in determining his fitness for promotion or even if house examinations were made more use of for this purpose.

A third evil, the opening of unrecognised schools and the methods which they adopt to attract pupils is given special prominence by Mr. Wright of the Jullundur Division. Many of these schools are started, as he says, merely to provide employment for disappointed matriculates and undergraduates.

The tactics employed in securing boys and subscriptions for these schools are both ingenious and effective from the point of view of the promoters. In April, the beginning of the school year, in which month alone boys are allowed to change local schools, anniversaries of societies are held and much money is obtained. parties are sent out to bring boys in; boys are induced to leave one school and join another. boys from 'affiliated' unrecognised schools are promoted wholesale to the high department of the central school, and so on.

The existence of such schools is undoubtedly a menace to public welfare and the rules of recognition in vogue have not proved a sufficient check. The 18 boys of the Patti unrecognised school, in the Hoshiarpur District, were passed wholesale in the 3rd middle class examination, and were taken in the High Department of the D. A.-V. school, Hoshiarpur. Obviously this alone is an incentive for boys to join inefficient and unrecognised schools."

The above criticisms refer to irregularities on the part of headmasters and managers, and several specific instances of such conduct are quoted by Mr. Crosse. It is at least encouraging that acts of discipline on the part of school boys are reported to be infrequent, and on the contrary instances of social service are more largely reported. The criticism generally levelled at the products of our secondary schools is one of "lack of respect for their elders." But, as Mr. Wright points out, "this must be expected as long as the parent regards his schoolgoing son as a privileged boy allowed to indulge in all sorts of irregularities provided he obtains class promotion every year; and so long as the gulf between the teacher and the guardian remains as wide as it is to-day."

Buildings.

18. There is naturally little to record in the matter of building operations in view of the high price of building materials. Still buildings were constructed in connection with the Khalsa High School, Lyallpur; the Sain Das High School, Jullundur; the Khanna Public School, Ludhiana; also for the Khalsa Schools at Sirhali and Kairon, Kallar and Sukho.

It is noticeable that the Sikh community are quick to erect good buildings for their new High schools. The Arya Samaj, on the other hand, though they have erected some excellent hostels, e.g., at Ludhiana, Rawalpindi and Jullundur, have been too content "to house their schools (e.g., at these same three places in most unsuitable premises." They would be well advised before opening more new institutions to devote any funds at their disposal to establishing existing institutions on a satisfactory basis.

Miscellaneous

19. Medical inspection has also been suspended owing to the war, the Medical Inspectors having all been recalled for military duty. This is unfortunate as their work had shown promise of much good result.

Other matters in connection with secondary education of which only brief mention can be made are:—

(a) *Provident Funds*.—A committee over which I presided, including managers and headmasters of Lahore schools, drafted model rules for Provident Funds for aided schools, which were circulated for opinion and for an estimate of their cost to Government. All answers have not yet been received.

(b) *Grant-in-aid Rules*.—The April, 1917, conference recommended a revision of these rules in order to make a more equitable distribution of grants between departments. The question was further discussed at a conference of Inspectors in January, and proposals outlined for consideration of headmaster associations.

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CHAPTER V.

PRIMARY EDUCATION (Boys).

20. There was an increase of 164 in the number of primary schools last year but a decrease of 2,179 in the number of pupils attending them. The figures on March 31st being 5,077 schools and 243,149 scholars. Of the new schools 114 were Board primary schools, no less than 18 being opened in the Jullundur Division (excluding the Ludhiana District, which opened no new schools).

Private enterprise in the matter of primary education is almost entirely confined to denominational schools maintained by religious bodies; but the activities of the Rupa Primary School Association, which opened 10 schools, deserve special mention. The Association consists of a small body of public spirited gentlemen who have prepared a regular scheme for the multiplication of village schools in the Rupa Pansil of the Ambala District, being prepared to hand the schools over to District board management when properly established. This very useful pioneer movement, the success of which has been in a large measure due to the financial support of Rai Sahib Lala Bimarsi Das of Ambala, is one that deserves to find imitators in other backward parts of the Province.

21. The fall in the attendance at primary schools, in spite of the increase in the number of such institutions is serious. The statistics by Divisions are as follows:—

			Schools.	Scholars.
Ambala	.	..	+ 77	+ 1,613
Jullundur	.	..	+ 18	+ 1,769
Lahore	.	..	+ 25	+ 613
Rawalpindi	.	..	— 33	— 1,100
Multan	.	..	+ 43	+ 2,101

Two chief reasons are assigned by Inspectors for this decrease—(a) sickness, (b) the war.

(a) The heavy rains of last year were followed by an epidemic of malaria of unusual severity, succeeded by an outbreak of plague, most severe in the Multan, Montgomery and Rawalpindi Districts. These epidemics affected the school attendance very seriously especially in the Multan Division.

(b) Not only has a certain number of the older pupils in the Rawalpindi Division enlisted, but a very much larger number of the senior pupils has been withdrawn for work on the land owing to the absence of their fathers or elder brothers on war service. For example, a school boy of about thirteen, whom the Inspector found attempting to plough, explained that he was the sole male representative of his family left at home.

The decrease in the number of schools in the Rawalpindi Division is due to the withdrawal of grant from a number of inefficient aided elementary institutions.

At the same time the restrictions introduced in this Division on the admission of new pupils throughout the year (see the Quinquennial Review, paragraph 55(c)), have very largely affected the enrolment. It is particularly unfortunate that 82 per cent. of the decline (or 3,366-4,100) is in boys of the agricultural class, which has provided the largest number of recruits and which can least adapt itself to any change in the regulations.

The restriction with regard to admissions has been relaxed.

In the Attock District alone in this Division owing to the interest taken in education by the Deputy Commissioner and the good work of the District Inspector, himself an agriculturist, has there been an increase in the attendance and a keen demand for new schools.

It is clear that much greater importance must be attached in future to obtaining members of the agricultural classes as inspecting officers and teachers of primary schools.

The expenditure on primary schools increased from Rs. 15,67,402 to Rs. 16,14,000 in 1914-15. A large proportion of which, namely, 14 lakhs was met from the Provincial Government.

Provincial revenues in the form of grants to local bodies for vernacular education. In spite of the decline in attendance the income from fees rose from Rs. 1,1,166 to Rs. 1,13,562.

Teachers.

23 The number of trained teachers increased from 5,150 to 5,380 out of a total number of 10,036 teachers employed. The proportion of trained to untrained teachers varies very much between districts, the highest percentage (85 per cent.) being in the Kangra and Jullundur Districts and the lowest (51 per cent.) in the Rawalpindi District. The number of qualified teachers is of course highest in Board schools.

In the Lahore Division, for example, two out of three Board school teachers are certificated, while the proportion in aided and unaided schools is only one to three.

Inspectors generally represent that the scales of salaries introduced by District Boards during recent years have proved much less beneficial than was expected owing to defects in the system of grading. The scales have now been in force a sufficient length of time for their working to be tested. It would be well for District Boards to reconsider them in view of the criticisms made and where necessary to revise them with the help of the Government grants which are now being offered (see paragraph 6).

Instruction.

21. There is little to add to what was said in the Quinquennial Review as to the quality of the instruction in primary schools. No great improvement can be looked for till the number of classes taught by a single master is reduced; and until the work of the normal schools is brought into more close relationship with the work of the teachers in rural primary schools. The committee on District Board Educational Finance (see Chapter I) definitely recommended that a second teacher should be employed when the average attendance in any school exceeds 40 and that no teacher should be permitted to have sole charge of more than four classes. Proposals to give effect to these recommendations have been made since the period under review.

It is significant that all five Inspectors comment in their reports on the dirtiness and untidiness of schoolrooms and scholars on the occasion of surprise visits. This is a matter that should easily be remedied if District and Assistant District Inspectors will realise its importance.

The Inspector of the Jullundur Division reports a number of steps which have been taken to improve the efficiency of the teaching. The "look and say" method of teaching reading has been introduced into several schools, and has already proved successful under proper supervision; but it cannot of course be widely introduced until it is practised in the normal schools. Drawing and handwork have been started in a number of primary schools, and an itinerant drawing master is employed to supervise it in the Ludhiana schools. A scheme based on the correlation of school subjects has been introduced in the Hoshiarpur District and will gradually be introduced into the whole Division. Experiments in agricultural teaching have been made in the same district, especially at Chutala, where the zaildar has generously given 8 kanals of land for the purpose. The question of agricultural teaching in rural schools was discussed between the Agricultural and Education Departments during the year, but a decision as to the policy to be recommended to Government was finally reached at conferences held during the present year and does not therefore form part of the subject matter of this report.

Building.

25. There was naturally but little building activity during the period under review. On the contrary there was a serious loss in accommodation owing to the action of the weather. In the Hissar District, for example, the majority of the school houses which are kacha collapsed or were seriously damaged by the unusually heavy rains, a practical corroboration of the adverse criticisms passed in the Quinquennial Review on this class of school building. Other Inspectors report similar damage.

Mr. Wright makes a suggestion, which I commend for the consideration of the Co-operative Department, that co-operative societies might invest their money in the erection of rural school buildings, receiving as interest the rental of the buildings. Thus local interest in the buildings would be secured and district boards aided in the uphill task of providing accommodation for their rural schools.

Hitherto district boards have obtained no regular assistance from Provincial revenues towards the erection of school buildings; but this omission will be remedied under the new scheme for the expansion of vernacular education in district board areas.

26. This scheme was initiated in a circular letter issued to Commissioners in July, 1917, in which the Local Government outlined its policy as follows:—

Scheme for the expansion and improvement of Vernacular education.

“Ultimately Board schools should be established at every centre where an average attendance of not less than fifty children may be expected; provided that a distance of two miles by the nearest route should ordinarily intervene between two Board schools.”

As a first step towards the fulfilment of this policy District Inspectors were required to prepare maps showing the situation of all schools in existence in their Districts, and at the same time indicating the position of proposed primary schools, and marking (distinctive marks for each class of school being prescribed) the elementary schools which should be converted into Board schools, and the primary schools which should be raised to the vernacular middle status. To accompany these maps were statements showing not only the names of the villages in which new schools should be established but even the villages with their approximate population which each school would serve.

The policy outlined above was to serve as a general indication of the number of schools that would ultimately be needed, but various factors, such as the density of the population, the proximity of anglo-vernacular schools (which were shown on the map), the physical features of the District, etc., had to be taken into consideration in the preparation of these maps.

The work was necessarily very complex and District Inspectors in the majority of cases failed at first to realise the magnitude of the scheme. Consequently with few exceptions the maps first submitted had to be returned for revision. However under the more direct guidance of Inspectors a series of maps for the whole Province was finally completed in March last. These maps will serve as a record, so far as fluctuations in the population permit of such a record being made, of the ultimate needs of the Punjab in the matter of vernacular education.

The general position disclosed by these maps is as follows:—

EXISTING VERNACULAR SCHOOLS.		ULTIMATELY NEEDED.	
Middle.	Primary.	Middle.	Primary.
173	4,618	471	8,878

Meanwhile in October, 1917, a Committee on District Board Educational Finance was assembled. This Committee recommended that with a view to making systematic progress towards the fulfilment of the policy outlined by Government in its letter of July five-year programmes for the expansion and improvement of vernacular education should be drawn up and submitted to Government; that Government in approving any programme should indicate to the Board the proportion of the cost of the programme which it was prepared to meet from Provincial revenues; that a district board when accepting an approved programme and the financial liability it entailed should accord it “administrative sanction,” thereby definitely undertaking to complete it in five years.

It was felt that only by these measures could any continuity of policy in every Board area and an even rate of expansion throughout the Province be assured.

The method by which the proportion which Provincial revenues should contribute towards the cost of each programme should be calculated has been described in Chapter II.

The recommendations of the Committee were accepted by Government, and Inspectors were instructed to prepare five-year programmes on the lines indicated, based upon the maps already submitted.

The programmes have subsequently been prepared and approved by Government, but the final steps for the fulfilment of this scheme have been taken during the present year.

It may be noted that the programmes were to include the improvement of existing institutions, e.g., by the appointment of additional assistants, the replacement of untrained by trained teachers, etc., *pari passu* with the opening of new schools; and in fact in the programmes finally approved five-twelfths of the expenditure will be of this nature.

Compulsory Primary Education Bill.

27. A measure of equal if not greater importance and which loomed more largely in the public eye was the introduction by Government in the Legislative Council of a Compulsory Primary Education Bill. The Bill is of a wide character, being applicable both to rural and municipal areas and capable of extension even to girls, being based on the principle of local option. The Bill was referred to a Select Committee and since the form which it may ultimately take is as yet uncertain, it would be premature to make any more detailed reference to its provisions. It is gratifying to find that it has been generally welcomed by the public.

It is impossible to estimate the ultimate effect of the two measures briefly described in the preceding paragraphs. But at least we have before us a definite goal at which to aim, namely, the provision of adequate facilities for education throughout the Province and the gradual introduction of the compulsory principle in areas where such facilities have been provided; and we shall in future be able to measure with some degree of accuracy our progress towards the realisation of this ideal.

CHAPTER VI.

TRAINING OF TEACHERS.

28. There were 1,085 men and 323 women under training in various institutions, a decrease over last year's figures of 89 men and an increase of 61 women. The students under training were distributed as follows:—

Central Training College	...	B. T. Class	...	51
		S. A.-V. Class	..	42
		J. A.-V. Class	..	81
		S. V. Class	..	92
Normal Schools for Men (10)	...			741
Training Classes for Men, A.-V. (3)	...			63
" " " " Vernacular (8)	..			157
Lahore Normal School for Women	...			121
Training Classes for Women (13)	...			169
Sanawar (Men)	..			15
St. Bede's, Simla (Women)	...			33

Central Training College.

29. The demand for admission to the Central Training College grows every year, and the quality of the candidates selected steadily improves. Ten of these last year had obtained the degree of M.A., three the B.Sc., and twelve the B.A., with honours. The pressure for admissions to the already large S.V. class was also great. The need for this type of teacher will increase rapidly with the expansion of vernacular education; and arrangements have been made during the current year for increased admissions to the class.

The programme was submitted to the Government of India for a complete revision of the Central Training College, Simla, and the Government of India have agreed to the programme.

The important part which this institution plays in the educational system of the Punjab, not only by providing teachers for secondary schools, but even more as the source from which the supervising and inspecting staff for all types of educational institutions is drawn requires that its own staff should have the highest professional and educational qualifications.

Of 208 candidates sent up for the various examinations 195 (or 94 per cent.) were successful.

30. There were no new developments in this class of institution. Except in the Rawalpindi Division there was a large excess in the number of candidates for admission over the number of vacancies. Of 717 candidates sent up for the Junior Vernacular examination 641 passed, a very satisfactory record. Special mention must be made of the Jullundur Normal School which besides distinguishing itself in the athletic field passed 94 per cent. of its candidates in the examination, securing 15 places out of 61 in the first division

Normal Schools for Men

31. The number of students in this institution rose to 121 and the need for better accommodation is very great. Hitherto no suitable house has been found. A Christian Hostel was started in connection with the school in January, and had ten inmates. On the transfer of Miss Must to Rawalpindi, Miss Das took charge of the institution and was succeeded by Miss Uppal in November

Normal School for Women.

32. The majority of the students of Sinawar Training Class who had gone to the war returned during the year and finished their courses.

Training of European Teachers.

A grant of Rs. 50,000 for two years and of Rs. 25,000 in subsequent years was sanctioned for this institution by the Government of India. It is proposed to utilise the grant for the first few years in constructing a proper building for the school; and a start will be made on the building during the present year.

Of 22 candidates presented for the European Teachers examination by St. Bede's 21 passed.

The management of St. Denys' School, Murree, made arrangements for the training of a limited number of kindergarten teachers.

There is nothing particular to record about the other training institutions.

CHAPTER VII.

PROFESSIONAL, TECHNICAL AND SPECIAL EDUCATION.

Professional Institutions.

33. The staff of the Law College was strengthened by an increase in the number of lecturers from two to five. This enabled the College to introduce a tutorial system by which students are taken in groups of ten to twelve by the various members of the staff.

Law College.

One hundred and seventy students were successful out of 265 who appeared at the first examination in law. Seventy-one out of 164 candidates passed the LL B. examination.

34. The number of students at the Medical College rose from 232 to 289. The limit for admissions to both Medical School and College is 175, but Government requirements alone for admissions to the School were 96 leaving only 79 vacancies for the College. In the present year at least 132 must be admitted to the School, and as the limit in total numbers in both institutions has now been reached, not more than 18 students will be admissible to the College. This will cause great hardship to a number of science students who had looked forward to entering the medical profession. The Principal again presses for the separation of the school from the college as the only solution for this difficulty. A Board of Inspection appointed by the Syndicate visited the institution and reported that the provision of hostel accommodation is an immediate necessity. The school hostel will be available on the transfer of that institution, but this will by no means satisfy the need for hostel accommodation.

Medical College.

Veterinary College

35. There were 55 new admissions to the Veterinary College last year, 55 taking the three-years' course and 30 the four-years' course. Owing to the absence of the post-graduates Professor on military service the post-graduate class was held in abeyance. At the annual examinations held at the conclusion of each year of the course, the students did very well indeed, the percentage of passes varying from 78 to 94.

The Principal reports that the standard of instruction in the College is gradually rising, the increased pay and prospects in the Army Remount Department and in the Civil Veterinary Services in some provinces having induced men of higher qualifications to enter the profession.

Women's Christian Medical College, Ludhiana.

36. The number of students attending the senior classes (L.P.M.S. and M.P.L.) of the Punjab Medical School for Women, Ludhiana, increased from 48 to 62, the numbers in the other classes remaining practically stationary. The chief need of the institution is increased accommodation, e.g., a suitable laboratory for pathological work, but any scheme of building postulates the acquisition of more land the present site being already congested.

Agricultural College, Lyallpur

37. The Agricultural College, Lyallpur worked for the first time as an affiliated college and the first year course was that leading to the University Degree.

"The session ending June, 1918," says the Principal, "is a record of satisfactory progress." The demands for admission rose to 190 in 1917 and were 223 for the present year. Many of the candidates were first class matriculates.

There were 101 applications for admission to the vernacular class, of whom only 37 could be admitted, so that all the district board scholarships could not be utilised. The question of opening a second vernacular class at Gurdaspur is under consideration.

Arrangements for additional students were made, e.g., the erection of a special hotel for the admission of sons of large landholders and ex-students of the Aitchison College, Lahore. It was also decided to admit students from Sindh at the request of the Commissioner in Sindh.

The Education Department owes a debt of gratitude to Mr. W. Roberts the Principal, and to his staff for the keen and practical interest they are taking in the scheme for introducing agricultural teaching in the ordinary schools of the Punjab. Without this expert co-operation the efforts of the Education Department would be foredoomed to failure.

Government School of Engineering, Rasul

38. The Government School of Engineering, Rasul, suffered from several changes of staff throughout the year. The death of Rai Sahib Pandit Chiranji Lall, Assistant Principal, from heart disease was a great loss to the institution.

Of the students at the School 50 were Hindus, 32 Muhammdans and 16 Sikhs, so that all communities are well represented.

Of 40 students who appeared at the 2nd year's examination, 39 passed, the remaining student passing in all subjects but one, a remarkable result.

Mr. C. E. Blaker took over charge of the institution from Mr. Gemmell towards the end of the session. He states that he is very favourably impressed with the general standard of the majority of the subordinate students, a fair percentage of whom should be quite suitable for overseerships later in their careers and ultimately to be placed in charge of sub-divisions. The surveying course he considers second to none in India.

The draftsmen are not of such good quality; and the work in this course might be more practical.

Industrial Education, Mayo

39. There was a falling off in the number of students attending the Mayo School of Art, the decrease being from 265 to 238.

The decline was undoubtedly due to the great demand for artisan labour owing to the war, and the very high wages offered for work of this kind, which induced a number of students to leave without completing their course.

A subsidiary cause which affected the admission of new students was the

The work of the institution maintained its usual high level.

A good hostel is very urgently needed.

The Standing Committee on Technical and Industrial Education met twice and submitted definite proposals to Government for the revision of the system of industrial schools throughout the province. The scheme proposed by the Committee was circulated by Government to local bodies for opinion, but final orders, accepting the scheme, were not received till the current year. An account of it is therefore held over till next year's report. It will, I believe, affect a radical reform in the condition of our industrial schools, which was described in the Quinquennial Review.

40. The numbers in the Reformatory School, Delhi, fell from 112 to 102, and the Superintendent points out that Magistrates do not even make as much use of the school as they are required to make under the Act. The school has accommodation for fifty more pupils than it at present contains, and it is a pity that its great powers for good are not fully utilised. The Superintendent's interesting report shows that very good work was done throughout the year; and I regret that limitations of space do not permit me to quote more fully from it. Reformatory
School, Delhi

41. The transfer of the Clerical and Commercial Classes, Amritsar, to the Government High School has been a very successful move, and under the supervision of the energetic Headmaster, Mr. E. Smith, the classes have obtained a new lease of life. Clerical and Commercial
Education.

Proposals for the institution of a Diploma in Commerce were submitted by me to the Syndicate of the Punjab University, which generally welcomed the idea, and appointed a committee to consider the proposals in detail.

There is a distinct demand for an examination of this kind, the London Chamber of Commerce examinations at present taken by senior pupils being clearly ill-suited to meet local requirements.

Both the Amritsar classes and those held by the Young Men's Christian Association, Lahore, are prepared to present candidates for such a diploma; and it is probable that private commercial schools would follow suit.

Pending its introduction by the University an examination on similar lines was conducted for the first time by the Education Department on the results of which certificates were awarded.

The classes conducted by the Young Women's Christian Association had a successful year—the average attendance rising from 32 to 36. The system of registration and of grant-in-aid to this institution was revised and improved.

The Railway Technical School and the School for the Blind, Lahore, continue to do good work.

CHAPTER VIII.

FEMALE EDUCATION.

42. There was an increase of 25 in the number of schools for Indian girls last year, i.e., from 990 to 1,015, including one new high school, three new middle schools, and twenty-one new primary schools, all new schools of the primary status being under the management of District Boards. Statistics.

The numbers in attendance, however, did not increase correspondingly and were 51,987 at the close of the year as compared with 51,496 at the close of the year 1916-17.

The very slight increase in the number of pupils was largely due to the prevalence of sickness last year; the enrolment in all schools having been affected by this cause.

43. The only collegiate institution is the Kinnaird College. This institution had hitherto only prepared students up to the intermediate, and girls desiring to take a degree had been obliged to study privately for the examination or to attend a college for men. The Kinnaird College was granted affiliation up to the B.A. last year on condition that the collegiate classes were held quite separately from the school, a condition which was complied with. Five students joined the third-year class on its opening, while nineteen others are preparing for the Collegiate education.

intermediate examination. The Zenana Mission house was handed over for the use of the college in October 1917. The staff now consists of four full-time lecturers, one half-time lecturer and two occasional lecturers.

There were five girls preparing for the B.A. degree at other arts colleges.

Secondary Schools.

44. There are only 1,551 girls at the secondary stage of education, but this is an increase of 199 over the number in 1916-17.

Secondary schools are as a rule well equipped; their chief lack being playgrounds. It is difficult to obtain sufficient ground contiguous to town schools, and girls cannot like boys be taken to playgrounds at any distance from their schools. The Inspectress, Ambala writes that "physical training is practically unknown outside Mission schools. There is no preparation for it and no desire for it. In a few cases balls, skipping ropes and a swing have been provided, but these are not renewed or repaired".

The Inspectress, Multan, writes that "drill is taught only in the Lyallpur middle school and in the Mission primary school at Montgomery", i.e., only in two of the 160 schools in the Division.

The staff of secondary schools are as a rule well qualified educationally.

Primary Schools.

45. The same cannot be said of primary schools in which the number of trained teachers increases but slowly. In the Rawalpindi Division for example, of 386 teachers only 17 are trained and certificated. It is at least satisfactory to read in the Ambala Inspectress' report that "in almost every case the trained teacher is a success and effects a vast improvement in the school; but" she adds, "the difficulty of inducing teachers to go for training is very great".

During the current year steps have been taken to overcome this difficulty and to supplement the work of the Lahore Normal School for Women by establishing normal schools at mofussil centres; but an account of these measures will be included in next year's report.

Meantime it is not a matter of surprise that no less than 43,455 or five-sixths of the total number of girls receiving education are in the lower primary stage. The untrained teachers being as a rule only "primary-passed" are not competent to advance their pupils beyond this standard.

Instruction.

46. Within certain well defined limits the work is much better than might be expected. Reading is often fluent, written sums are worked with great accuracy, and handwriting is sometimes surprisingly good. That is to say, a certain amount of mechanical proficiency is attained in the teaching of the 3 Rs. It is when intelligence is needed, e.g., in explaining the matter read, in setting questions in mental arithmetic or explaining the use of the rules learnt, that the deficiencies of the teachers become apparent, "Geography seldom goes beyond the memorising of a list of names and reading a map".

Inspection

47. Under these circumstances the only hope of improving the work of the primary schools rests in constant supervision and instruction in method by Inspectresses.

Unfortunately the staff of Inspectresses is very small and of the five posts of Divisional Inspectresses, one, that of Multan, remained vacant throughout the year owing to the transfer of Miss Marshall to the North-West Frontier Province. Miss Douglas was transferred to the Ambala Division, rendered vacant by Mrs. Gilbertson's transfer to Delhi, and her place at Rawalpindi was taken by Miss Must from the Normal School, in whose place Miss Uppal has been officiating. A few District Inspectresses and Superintendents have been engaged by District Boards and Municipalities; but the appointment of a staff of District Inspectresses by Government is clearly desirable in order that the work may be properly supervised and co-ordinated.

Buildings.

48. Very little building was possible during the past year owing to the high cost of materials. The cost of the few schemes which have been completed, e.g., the dormitories for the Church of Scotland Mission School, Siálkot, far exceeded the original estimates.

A few board schools in the Gurgaon District were constructed, but insufficient care was taken in the selection of the sites.

At Muktesar and Jaspal in the Jullundur Division and Jaranwala and Kamalia in the Multan Division good buildings were constructed by the

Statement showing the distribution of attendance of Indian girls according to Districts on 31st March 1918.

Serial No	District.	NUMBER OF GIRLS IN				Total
		High Schools.	Middle Schools.	Primary Schools.	Zanana classes	
1	Hissar	...	...	576	...	576
2	Rohtak	...	40	998	...	1,038
3	Gurgaon	...	...	662	...	662
4	Karnal	...	...	719	...	719
5	Ambala	...	206	1,033	...	1,239
6	Simla	...	100	169	...	269
7	Kangra	...	79	987	...	1,066
8	Hoshiarpur	...	...	1,305	...	1,305
9	Jullundur	165	247	2,858	131	2,901
10	Ludhiana	...	643	1,563	...	2,206
11	Ferozepore	...	381	160	...	2,570
12	Lahore	...	891	1,095	17	4,578
13	Amritsar	...	84	1,139	75	5,028
14	Gudaspur	...	97	301	95	2,035
15	Sialkot	...	...	842	...	3,953
16	Gujranwala	...	...	414	...	3,312
17	Gujrat	...	...	1,896	26	1,922
18	Shahpur	...	...	1,008	...	1,908
19	Jhelum	...	...	177	3	1,586
20	Rawalpindi	...	...	753	...	2,626
21	Attock	...	...	1,197	...	1,197
22	Mianwali	...	...	84	...	724
23	Montgomery	...	...	397	...	1,122
24	Lvallpur	...	...	332	33	1,545
25	Jhang	...	...	354	...	1,992
26	Multan	...	...	560	73	2,032
27	Muzaffargarh	...	...	118	...	806
28	Dera Ghazi Khan	...	...	1,129	...	1,129
	Total	...	1,613	3,041	413	52,316

CHAPTER IX.

EDUCATION OF EUROPEANS.

49. There are few changes to report in the condition of the European Schools in the Province. Statistics.

The number of public schools remained the same, namely, 34, and the number of pupils in attendance at all schools increased by 61 to 3,011.

The number of high schools decreased by one to thirteen, owing to the reduction of the Cathedral Boys' School, Lahore, to the middle status. This was a wise move, as there was little use in maintaining a high department for three or four pupils.

The total expenditure from all sources increased from Rs. 9,32,170 to Rs. 9,75,345.

Direct expenditure increased by Rs. 6,097, i.e., from Rs. 3,66,655 to Rs. 3,72,752.

50. The increase in direct expenditure is chiefly due to increased staff grants. This is satisfactory as it means an increase both in the rates of salaries and in the number of trained teachers. The actual number of trained teachers employed was 137, as compared with 127 in the preceding year, the number of untrained teachers decreasing from 82 to 66. Serious difficulty is being experienced owing to the war in recruiting masters for boys schools. This difficulty is inevitable under present conditions, but the Inspector of European Schools is of opinion that the difficulty will not cease with the war. Teachers.

believes that the young masters who are serving in the Indian Army Reserve of Officers, who have become accustomed to a higher standard of living, will not be prepared to return to the 'limited and impoverished life of an assistant master.'

Examinations

51. The results of the departmental examinations were quite satisfactory, 79.74 per cent of the candidates passing the High school examination as compared with 67.1 last year, and 72.7 passing the Middle examination as compared with 71.13 last year.

A great deal of trouble was experienced in connection with the conduct of the Cambridge Senior Local examination, the papers having been lost in transit owing to enemy action. The examination at the Simla centre was abandoned. Single copies of the question paper were received by the Superintendent in Lahore and an examination for 36 candidates held there; but it was only after strong representations that the Cambridge authorities finally decided to accept this examination. Twelve of the candidates were successful. There appears to be great need for an all-India examination of sufficient status to be recognised by the home authorities as equivalent to the Cambridge Senior Local examination.

Physical training.

52. The new regulations of the Indian Defence Force for the training of junior cadets have been much criticised by headmasters. They have put a stop to the development of the scouting movement except in the Christ Church School, Simla, and they have also put an end to the rifle shooting competition for the European Schools Challenge Shield.

The attention to games in boys' and girls' schools varies very much from school to school; and is dependent on the provision of playgrounds and the interest taken by the teachers. The former factor will always be a difficulty in hill schools, but the latter might be improved if teachers were trained to organise games.

The Girl Guide movement was introduced with success in the Cathedra High School for Girls, Lahore.

Lawrence Military Asylum, Sanawar

53. Several long-needed improvements were effected at the Lawrence Military Asylum. Chief amongst these is the provision of a good water supply by pipes from Sanawar. Hitherto the Asylum had been dependent on a local spring which was proved unquestionably to be tainted. The institution is now better off in this respect than it has been since its foundation in 1847. The sanitation was improved, and better servants' quarters were constructed. But much remains to be done in the matter of buildings, before the institution can be pronounced really up to date.

An interesting development is the opening of a babies department which has already an enrolment of twelve. This department was opened at the instance of Mr. Barne in view of the number of applications received to admit babies whose mothers have died while their fathers are on active service. In addition to affording a home for the babies this new department provides a training ground for the older girls as children's nurses. Plans and estimates for a crèche have now been prepared.

Lawrence School, Ghora Gali.

54. There were 361 children (240 boys and 121 girls) at the Lawrence School, Ghora Gali. There were several changes in the staff of the girls' school during the year; and an increase in the staff of matrons especially for the hospital and boys' school is an urgent need.

The school did exceptionally well in examinations last year, passing 18 out of 20 at the High school examination and 22 out of 26 at the Middle school examination, no less than thirteen children winning scholarships.

No large building operations were undertaken during the year, and the provision of proper hospital accommodation is a particularly urgent requirement.

The Principal points out the desirability of equipping the school with electric light, by installing an electric power station at the dhobi ghat where there is an excellent head of water all the year round, which could also be utilised as the water supply of the school. This scheme appears to be practicable and will undoubtedly deserve consideration when materials are available after the war.

CHAPTER X.

EDUCATION OF SPECIAL CLASSES.

(i) Muhammadans.

55. The following table shows the number of scholars belonging to the three chief communities in the Province in educational institutions of all kinds :—

		MUHAMMADANS				HINDUS				SIKHS			
		1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.	1917-18.	1916-17.	Increase.	Decrease.
Arts Colleges	English	921	19	73	...	2,413	2,850	152	...	671	502	169	...
	Oriental	35	40	...	5	71	95	...	21	6	10	...	4
	Law	58	40	18	...	356	239	120	...	23	18	...	4
	Medicine	37	32	15	...	23	161	42	...	49	18	...	1
	Engineering	...	...	...	...	...	...	...	...	...	...	...	...
Professional Colleges.	Engineering	91	94	...	7	123	120	3	...	42	31	...	1
	Architecture	49	50	...	1	31	20	5	...	32	37	...	5
	Agriculture	...	...	...	...	...	...	...	...	...	...	...	...
	Veterinary	13	121	11	...	34	35	9	...	38	17	...	...
Total		1,326	1,28	118	...	3,000	3,173	307	...	791	791	159	...
Secondary Schools.	Anglo-Vernacular	27,99	25,116	483	...	1,751	1,114	605	...	12	1,031	2,9	...
	Vernacular	10,223	10,96	...	710	13,22	1,613	...	294	3,011	...	...	79
	Total	38,213	36,082	...	2,57	57,71	56,520	511	...	158	1,041	2,20	...
Primary Schools		1,1510	105,135	...	3,325	103,571	102,774	917	...	3,1	5,171	93	...
Training Schools		301	301	...	63	17	130	...	23	...	81	...	...
Medical Schools		133	132	17	...	13	167	4	...	10	96	21	...
Technical and Industrial Schools	Manufacturing	14	13	...	5	68	63	...	15	1	21	...	...
	Engineering	32	31	...	1	50	14	...	2	1	19	...	...
	Art and Craft	1,302	1,307	...	105	703	704	...	20	20	24	...	35
	Other	...	...	...	...	...	...	...	...	...	...	...	10
Total Public Institutions		141,820	145,133	...	3,613	1,7,745	16,597	1,813	...	1,110	50,18	442	...
Scholars at Private Schools		21,715	21,116	...	2,608	11,893	13,104	...	1,222	2,052	1,014	...	202
Total at Public and Private Schools		163,535	166,249	...	6,221	17,638	17,701	426	...	53,062	51,192	180	...

These figures show an increase of Muhammadans in colleges and Anglo-vernacular secondary schools, but not in proportion to the increase shown by other communities.

The actual percentage of scholars belonging to the Muhammadan community in the secondary stages of education is as follows :—

Secondary schools.	High stage.	Middle stage.
32.22	29.07	33.34

The decline in the attendance at primary schools was dealt with in Chapter V and the general question of the backwardness of Muhammadans in education was treated at some length in the quinquennial review.

(ii) Jains.

56. Out of 154,936 non-Brahman Hindus in public institutions there were 1,950 Jains, namely, 53 in colleges, 914 in secondary schools, 979 in primary schools and 4 in special schools.

(iii) Education of the Upper Classes.

57. The average number of boys on the roll of the Aitchison College throughout the year was 107.

Among other changes made during the year are—

(a) the enhancement of the fees from Rs. 58 to Rs. 60.

(b) the formation of a mounted Cadet Corps. "Much enthusiasm has been shown and a large increase in the number of boys owning and riding ponies has only been limited by the lack of stable accommodation." There are now over 85 members who drill regularly with the Punjab Light Horse.

(c) For junior boys training on the lines of the boy scout movement has been initiated and has met with much success.

Mr. L. A. Leslie-Jones, who had been Principal of the College since 1904, and to whom the College owes much, was transferred to the Mayo College, Ajmere, at the end of the summer term, his place being taken by Mr. J. Kelly, the senior member of the staff.

The staff has suffered a number of changes during the year and the committee has before it proposals for a measure of reorganisation, which it is hoped to introduce with the aid of the increased income from fees and an enhanced grant from Government, for which application has been made.

EDUCATION OF LOW CASTES AND CRIMINAL TRIBES.

58. The Inspector of the Lahore Division reports the opening of six new schools in his division for low caste boys, the Inspector of Jullundur of five such schools, while the Inspector of Ambala, Lala Hari Das, reports the opening of five low caste schools (three in Gurgaon and two in Ambala), and the closing of three such institutions (two in Karnal and one in Rohtak).

The last named Inspector also reports an increase from 290 to 732 of low caste children attending ordinary schools. Of these no less than 429 were Chamars. "The phenomenal rise," he says, "is in a measure due to the leveling tendencies of the times and the consequent decay of prejudices."

Eighty-nine Minas (a criminal tribe) attend schools in the Gurgaon District and are in receipt of special stipends.

CHAPTER XI.

TEXT-BOOK COMMITTEE.

Text-Book Committee

59. THE total number of books considered by the Text-Book Committee was 394 as compared with 50 in the previous year. The decline in the number of publications clearly indicates that war conditions and the consequent rise in the cost of paper and production are being increasingly felt.

The decline in the quantity and quality of the books submitted for the award of prizes under the scheme for the encouragement of vernacular literature having been brought to the notice of the committee by Government is resolved that in future—

- (i) prizes should be of higher value and fewer in number, the minimum reward to be not less than Rs. 500, while in the case of works of exceptional merit it might reach Rs. 1,000;
- (ii) works of real worth and outstanding merit only should be rewarded, it being clearly understood that in the event of the required standard not being reached even the best book of a year should not receive a prize;
- (iii) any balance remaining in the fund after the awards for a given year had been paid should be utilized in the purchase and distribution to schools of good vernacular literature.

Towards the close of the year the committee represented to Government the need for some standardisation of the technical terms used in vernacular text-books. Government accordingly appointed six sub-committees, consisting of three members each, to deal respectively with the Urdu terms in use in (a) Agriculture, (b) Physics, (c) Chemistry, (d) Education, (e) Geography, (f) Mathematics.

The function of these committees is to consider the terms in use in Urdu text-books up to the Matriculation standard, and where alternative terms are found to select the best, in cases where English or foreign words (e.g., Geographical names) are necessarily or commonly employed to select the best transliteration of them, and in exceptional cases where the English term has not gained currency, is unsuitable for transliteration, and has no Urdu equivalent (e.g., manual training), to suggest such an equivalent.

The committees are working under the auspices of the Text-Book Committee, and their results will be scrutinised first by the respective sub-committees, and then by the Committee as a whole. The list will then

The sub-committees are at present at work and are reported to have made considerable progress with their difficult task. The results of their labours should do much to facilitate the use of the vernacular medium in secondary schools.

CHAPTER XII.

THE SCHOOLS AND THE WAR.

60. The following table is of interest as showing the contributions in men and money made by Educational institutions in the Punjab to the cause of the Allies in the present war :—

1	2	3	4	5	6				7
Serial No.	Institutions.	Total number of staff and pupils	Total number of staff and pupils who have joined the war.	Total number of recruits obtained by staff and pupils for the army.	MONEY SUBSCRIBED BY STAFF AND PUPILS.				Total amount obtained by staff and pupils for war funds.
					(a) War Loan	(b) War Fund.	(c) Our Day Fund.	(d) Red Cross and other funds.	
					Rs.	Rs.	Rs.	Rs.	Ls.
1	Art Colleges ...	4,068	78	117	86,057	11	2,155	3,015	7,148
2	Professional Colleges ..	1,447	59	100	1,17,616	53	439	3,031	750
3	Other Special Schools ...	3,735	147	15	12,343	503	1,417	1,721	600
4	Secondary School, Ambala Division	10,570	540	161	23,178	812	4,007	5,857	7,181
5	Secondary Schools, Jullundur Division.	27,191	1,615	300	55,301	1,370	11,503	563	4,417
6	Secondary Schools, Lahore Division.	41,595	1,324	30	1,00,513	1,531	15,173	7,120	17,122
7	Secondary Schools Rawalpindi Division	22,492	870	100	15,255	2,890	5,091	3,164	4,123
8	Secondary Schools, Multan Division	15,590	153	11	3,052	1,019	669	2,701	1,300
9	Primary Schools for males in the Province	225,912	2,593	1,293	50,575	1,411	20,973	5923	5,143
10	Secondary Schools for females in the Province	12,403	...	...	11,199	905	3,067	2,115	1,027
11	Female Primary Schools in the Province.	32,899	...	11	5,771	61	3,017	135	241
12	European Schools ..	3,345	339	40	83,501	350	5,720	9,116	6,675
Grand Total		470,840	7,594	2,735	5,93,230	13,560	53,260	47,337	58,527

This table shows that over ten thousand recruits, three-quarters of whom were actually masters or students in schools, were provided for the army, while nearly Rs. 8 lakhs were subscribed to war funds. This is a record of which the Punjab Colleges and schools may well be proud.

It is only just to mention a few of the institutions, whose records are particularly fine :—

(a) *Recruiting*.—The Government College, Lahore, provided 116 recruits chiefly through the agency of the War News Association, an account of whose activities will be found in the Quinquennial Review. It also subscribed or obtained subscriptions amounting to over a lakh of rupees.

The Jat High School, Rohtak, with an average enrolment of 408 masters and pupils, has sent 104 of its pupils and staff to the War; the Reformatory School, Delhi, 48 out of an average enrolment of 189; the Vernacular Middle School, Kalanaur, 55 out of 203, obtaining also 11 outside recruits; the Vernacular Middle School, Guryani, 30 out of 177, with 16 recruits; the S. B.

Amin Chand High School, Bajwara, 55 out of 224; the Malwa Khalsa High School, Ludhiana, has sent 78 out of an average of enrolment of 419 and obtained no less than 200 outside recruits; the Christian Boys' Boarding School, Ludhiana, 51 out of 124, with 17 outside recruits; the Municipal Board Vernacular School, Patti, 42 out of 300, with 17 recruits; the District Board School, Ohabhal, 26 out of 120; the Scotch Mission School, Sialkot, 4 out of 354, with 175 recruits; the Mission School, Martinpur, 30 out of 157; the Mission High School, Dalwal, 105 out of 374; the District Board School, Kallar, 35 out of 137; the Khalsa High School, Lyallpur, 40 out of 266; the National Anglo-vernacular Middle School, Sham Chaurasi, 56 out of 292; the Khalsa Anglo-vernacular Middle School, Mahlpur, 53 out of 194; the Rajput Doaba High School, Nadalon, the Mission High School, Jullundur, the Dayanand Anglo-vernacular Schools at Daulatpur and Muktsar, the District Board Anglo-vernacular Schools at Tanda and Garhshankar, and the Punjab Veterinary College (89 out of 260, with 193 recruits).

(b) *Subscriptions*.—The Government College; the Law College; the Medical College; the Government High School, Simla; the Central Model School, Lahore; the Municipal School, Jagadhri; the Vernacular Middle Schools, Rangpura and Hodal; Rivaz Government High School, Dharmsala; Government High School, Ferozepore; C. B. B. School, Ludhiana; D. A.-V. School, Muktsar; District Board Anglo-vernacular School, Palampur; District Board School, Rahon; M. A.-O. School, Amritsar; Mission High School, Amritsar; Baring High School, Batala; A. L. O. E. School, Batala; Mission High School, Narowal; District Board School, Jamke; King George Hindu High School, Gujranwala; Crosse High School, Akalgarh; Government High School, Gujrat; Sanskrit High School, Dinga; V. B. High School, Jalalpur Jattan; Government High School, Jhelum; Government, C. M. S. and D. A.-V. Schools, Multan.

(N.B.—It is impossible to gauge properly the comparative value of the subscriptions made by different institutions, as this is largely dependent on the financial circumstances of the parents of pupils, small subscription from vernacular schools often involving much greater sacrifice than large sums subscribed by higher class institutions. The above list consequently does not do proper justice to the efforts made by pupils and masters of Vernacular Middle and Primary Schools.)

ABSTRACT STATEMENT OF COLLEGE SCHOLARS IN THE PUNJAB AT THE END OF THE OFFICIAL YEAR 1907-18.

$$(T(r_0', u_0', s_0', T_0', -I_0'))$$

All players contacted by the club had been in the club's possession, recent and, in

ABSTRACT STATEMENT OF EXPENDITURE ON PUBLIC INSTRUCTION

(For details see

TOTAL DIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							
1	University Education		School Education, General.		School Education, Special.		Total.
	Arts Colleges.	Colleges for Professional Training	Secondary Schools	Primary Schools.	Training Schools.	All other Special Schools	
2	3	4	5	6	7	8	
	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
Institutions { for Males	6,65,003	4,02,954	31,42,860	17,01,552	1,58,248	2,55,517	63,85,722
{ for Females	7,144	20,099	5,53,649	4,04,801	46,382	98,413	11,30,438
Total ..	6,72,237	4,23,053	36,96,509	21,06,353	2,04,628	3,53,930	75,16,210
(a)—Percentages of Provincial Expenditure included in columns 2—1b to Total Provincial Expenditure on Public Instruction ..	4.66	8.17	23.52	23.5	3.62	4.57	6.38
(b)—Percentages of Local Fund Expenditure included in columns 2—1b to Total Local Fund Expenditure on Public Instruction ..	.02	.23	10.04	38.0	.47	1.12	55.89
(c)—Percentages of Municipal Expenditure included in columns 2—1b to Total Municipal Expenditure on Public Instruction ..	.37	.09	48.37	21.94	1.60	8.37	75.74
(d)—Percentages of Total Expenditure in columns 2—1b to Total Expenditure on Public Instruction, ..	5.06	4.22	82.22	16.86	1.77	3.09	65.52
Average annual cost of educating each pupil in—	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.	Rs. A. P.
Government Institutions { Cost to Provincial Revenues ..	173 6 5	431 5 4	27 8 8	12 12 1	188 3 7	117 4 0	65 15 0
	Cost to Local and Municipal funds ...	3 11 0	...	...	...	...	0 2 11
	Total cost ..	277 13 3	431 6 0	54 4 0	19 2 0	188 3 7	128 14 4	92 14 6
Local Fund and Municipal Board Schools { Cost to Provincial Revenues ..	...	...	4 8 8	4 15 7	53 7 3	16 12 7	4 15 9
	Cost to Local and Municipal funds ...	...	51 8 0	2 6 10	108 8 6	18 10 3	3 1 9
	Total cost ..	...	17 5 2	7 15 3	161 15 8	32 4 8	10 1 11
Aided Institutions { Cost to Provincial Revenues ..	60 8 0	430 1 8	11 2 8	2 14 2	129 12 5	80 4 5	7 14 3
	Cost to Local and Municipal funds ...	0 18 6	2 8 3	1 8 9	...	4 0 3	1 2 4
	Total cost ..	165 1 4	538 14 9	35 11 4	6 13 2	219 3 6	150 9 3	22 11 2
Total ..	90 4 3	73 13 2	270 9 2	5 4 9	101 3 4	32 5 3	24 11 3

TABLE II,
IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

General Table IV)

TOTAL INDIRECT EXPENDITURE ON PUBLIC INSTRUCTION.							Total expenditure on Public Instruction.	PERCENT.
University.	Director.	Inspection.	Scholarships.	Buildings, furniture, & apparatus.	Miscellaneous.	Total.		
9	10	11	12	13	14	15	16	17
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
3,90,504	73,354	4,11,765	3,98,678	15,19,121	11,54,240	32,56,612	1,14,72,852	
3,90,504	73,354	4,11,765	3,98,678	15,19,121	11,61,240	32,56,612	1,14,72,852	
1.75	1.46	6.91	3.13	11.01	7.34	31.63	100	
...	...	4.69	5.19	25.09	6.20	44.11	100	
...	...	1.78	6.34	9.63	0.37	24.28	100	
3.41	4.64	3.59	3.37	13.23	10.14	34.43	100	

GENERAL
COLLEGES, SCHOOLS AND SCHOLARS

				PUBLIC							
				Under Public Management.							
CLASS OF INSTITUTION.				Managed by Government.				Managed by Local Funds and Municipal Boards.			
				Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions.	Number of scholars on the rolls on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.
I				2	3	4	5	6	7	8	9
UNIVERSITY EDUCATION.											
Arts Colleges.											
English	...	...	{ for males ...	1	598	808	506	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Oriental	...	...	{ for males ...	...	...	...	...	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Colleges for Professional Training.											
Law	...	...	{ for males ...	...	...	...	...	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Medicine	...	...	{ for males ...	1	289	260	291	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Engineering	...	...	{ for males ...	...	...	...	...	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Teaching	...	...	{ for males ...	2	281	232	260	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Agriculture	...	...	{ for males ...	1	112	99	80	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Veterinary	...	...	{ for males ...	1	218	224	206	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Commercial	...	...	{ for males ...	...	...	...	...	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Forestry	...	...	{ for males ...	...	...	...	...	...	...	...	...
			{ for females ...	...	...	...	...	...	...	...	...
Total				6	1,498	1,513	1,352	...	...	...	...
SCHOOL EDUCATION, GENERAL.											
Secondary Schools.											
High Schools for males	...	...	...	31	12,279	12,530	11,184	16	4,905	5,271	4,660
Middle Schools for males	...	...	English	...	...	...	...	69	16,219	16,680	14,574
			Vernacular	...	...	...	148	26,694	28,040	24,765	
High Schools for females	...	...	...	4	922	804	723	...	...	...	...
Middle Schools for females	...	...	English	...	...	...	...	...	...	...	...
			Vernacular	...	...	...	22	3,413	3,326	2,679	
Total				35	18,201	18,424	11,907	265	51,461	58,217	48,678
				2	1,235	699	870	1,530	17,250	27,421	14,000

TABLE III.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

[illegible]

GENERAL

COLLEGES, SCHOOLS AND SCHOLARS

CLASS OF INSTITUTION				PUBLIC							
				UNDER PUBLIC MANAGEMENT							
				Managed by Government.				Managed by Local Funds and Municipal Boards.			
				Number of institutions	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Number of institutions	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.
1				2	3	4	5	6	7	8	9
SCHOOL EDUCATION, SPECIAL											
Training schools	...	...	{ for males	10	728	745	712	...	...	...	...
			{ for females	1	121	117	104	6	121	115	112
Schools of Art	..	..	{ for males	1	238	259	216	...	...	..	...
			{ for females	...	...	...	...	...	...	...	...
Law schools	...	...	{ for males	...	...	...	..	..	...	...	...
			{ for females	..	...	...	..	..	...	...	...
Medical schools	..	...	{ for males	1	342	353	344	...	...	...	...
			{ for females	..	...	...	..	..	...	...	...
Engineering and Surveying Schools			{ for males	1	99	99	97	...	...	...	...
			{ for females	..	..	...	...	...	...	...	...
Technical and Industrial Schools			{ for males	2	376	359	337	21	1,761	1,779	1,485
			{ for females	...	...	..	..	...	...	...	...
Commercial Schools	...	...	{ for males	...	...	...	...	...	...	...	...
			{ for females	..	...	...	...	...	..	...	...
Agricultural Schools	...	...	{ for males	...	..	..	...	..	...	...	..
			{ for females	..	...	..	...	...	...	...	...
Reformatory Schools	..	...	{ for males	2	129	136	121	...	...	...	...
			{ for females	1	34	34	25	..	...	...	...
Other Schools	..	..	{ for males	1	17	15	12	...	...	...	...
			{ for females	...	...	...	...	...	...	..	...
Total				20	2 084	2,117	1,963	27	1,832	1,894	1,597
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION ..				68	17,818	18,046	16,093	4,431	256,626	253,040	214,490

1. Advanced teaching—

PRIVATE INSTITUTIONS

(a) Arabic or Persian	...	...	for males	...	...	...	...	...
			for females	...	...	...	...	...
(b) Sanskrit	...	...	for males	...	...	...	...	...
			for females	...	...	...	...	...
(c) Any other Oriental Classic	...	...	for males	...	...	...	...	...
			for females	...	...	...	...	...
2. Elementary teaching—								
(a) A vernacular only or mainly	...	...	for males	...	...	...	...	...
			for females	...	...	...	...	...
(b) The Qursn only	...	...	for males	...	...	...	...	...
			for females	...	...	...	...	...
(c) Other Schools not conforming to Departmental Standard	...	...	for males	...	...	...	...	...
			for females	...	...	...	...	...

• • •

ACCORDING TO SEX, RACE OR CREED.

1		2	3	4, 5		6	7	8	9	10	11	12
		English and Anglo-Indians	Indian (British and others)	Indian (Hindu)	Non-Indian (Hindu)	Muslims	Mahomedans	Buddhists	Parsees	Others	Total	ELMABRE.
UNIVERSITY EDUCATION, Arts College.												
English	Male	5	50	347	2,515	671	921	...	1	...	4,480	
	Female	1	15	2	5	1	2	...	1	...	28	
Oriental	Male	...	1	64	7	6	35	...	...	...	113	
	Female	...	...	...	...	...	...	...	...	...	...
Colleges for Professional Training.												
Law	Male	...	1	83	320	21	55	...	...	...	437	
	Female	...	...	...	...	...	...	...	...	...	...
Medicine	Male	...	...	19	144	49	37	...	...	...	259	
	Female	...	...	...	...	...	...	...	...	...	...
Engineering	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Teaching	Male	15	5	37	69	42	91	...	...	...	273	
	Female	33	2	2	...	...	...	...	...	...	38	
Agriculture	Male	...	...	2	29	32	43	...	...	...	112	
	Female	...	...	...	...	...	...	...	...	...	...
Veterinary	Male	...	1	...	44	35	173	...	...	...	218	
	Female	...	...	...	...	...	...	...	...	...	...
Commercial	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Forestry	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Total		54	77	477	3,132	921	1,521	...	2	...	5,991	
SCHOOL EDUCATION, GENERAL. Secondary Schools.												
For Males—												
High Schools	Male	673	575	5,172	22,923	8,161	17,039	...	25	6	55,234	
	Female	1	...	...	...	...	...	...	...	...	1	
Middle Schools—	Male	193	39	3,170	12,477	4,657	5,775	...	6	27	25,919	
	Female	20	13	...	2	...	...	...	...	...	44	
Vernacular	Male	...	382	3,231	10,089	3,611	10,221	...	...	4	27,541	
	Female	...	...	...	4	...	4	...	...	...	8	
For Females—												
High Schools	Male	124	5	...	2	5	6	...	...	...	145	
	Female	590	273	1,611	741	213	251	...	14	9	2,585	
Middle Schools—	Male	161	2	...	1	...	...	...	11	...	178	
	Female	580	210	31	140	50	50	...	17	10	1,314	
Vernacular	Male	...	1	...	...	...	2	...	...	...	3	
	Female	...	227	593	4,333	1,099	1,179	...	...	...	7,434	
Total		2,054	1,999	12,304	50,558	17,253	38,109	...	73	55	123,388	
Primary Schools.												
For Males												
Male	Male	128	1,425	22,756	80,540	34,254	101,596	2	4	528	343,123	
	Female	61	77	43	400	43	504	...	...	...	1,228	
Female	Male	...	4	43	47	...	314	...	...	...	323	
	Female	...	1,068	1,338	10,339	2,179	10,711	...	...	...	25,522	

NUMBER OF SCHOLARS ON 31ST MARCH 1918 IN THE PUNJAB, CLASSIFIED
ACCORDING TO SEX, RACE OR CREED.

		European and Anglo-Indians	Indian Christians	Hindus.			Muslims.					
				Brahmans.	Non-Brahmans.	Sikhs.		Buddhists.	Parsis.	Others.	Total.	REMARKS.
1		2	3	4	5	6	7	8	9	10	11	12
SCHOOL EDUCATION, SPECIAL.												
Training Schools	Male	...	12	103	236	84	361	...	...	...	861	
	Female	...	59	23	94	36	79	...	...	...	290	
School of Art	Male	...	3	16	52	19	127	..	1	...	238	
	Female	...	...	...	...	...	...	...	...	...	...
Law Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Medical Schools	Male	...	1	53	116	107	139	...	...	...	416	
	Female	...	10	168	...	3	21	...	...	...	143	
Engineering and Surveying Schools	Male	...	1	12	38	16	32	...	...	...	99	
	Female	...	...	...	...	...	...	...	...	...	...
Technical and Industrial Schools.	Male	...	83	127	642	212	1,362	...	...	4	2,430	
	Female	...	406	...	...	...	...	...	...	...	403	
Commercial Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Agricultural Schools	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
Reformatory Schools	Male	...	1	8	26	3	47	...	...	42	129	
	Female	...	...	...	...	...	...	...	...	94	34	
Other Schools	Male	...	2	9	35	4	31	...	...	...	90	
	Female	...	44	4	1	...	...	...	1	...	50	
Total	...	56	647	347	1,277	481	2,158	...	2	80	5,128	
TOTAL OF COLLEGES AND SCHOOLS OF PUBLIC INSTRUCTION.		2,953	6,357	39,505	154,936	60,116	155,718	1	81	397	420,041	
PRIVATE INSTITUTIONS.												
ADVANCED TEACHING.												
(a) Arabic or Persian	Male	...	...	...	1	...	1,407	...	...	...	1,408	
	Female	...	...	...	...	...	30	...	...	...	30	
(b) San krit	Male	...	...	619	353	7	13	...	...	...	1,332	
	Female	...	...	20	15	...	...	...	...	...	35	
(c) Any other Oriental Class.	Male	...	...	...	...	...	...	...	...	...	...
	Female	...	...	...	...	...	...	...	...	...	...
ELEMENTARY TEACHING.												
(a) A vernacular only or mainly--	Male	...	117	1,241	7,827	2,243	2,350	...	...	29	13,867	
	Female	...	...	1	48	62	40	...	...	...	151	
For males	Male	...	...	...	4	33	7	...	...	...	44	
	Female	...	48	185	784	372	122	...	...	...	1,511	
(b) The Koran only--	Male	...	...	...	4	...	15,415	...	...	19	15,418	
	Female	...	...	...	...	...	2,151	...	...	...	2,151	
For females	Male	...	...	...	...	...	2,120	...	...	...	2,120	
	Female	...	...	...	...	...	7,750	...	...	...	7,750	
OTHER SCHOOLS NOT CONFORMING TO DEPARTMENTAL STANDARDS.												
For males	Male	...	3	867	1,126	368	436	18	...	...	2,814	
	Female	...	...	...	1	...	...	...	...	...	1	
For females	Male	...	13	6	...	...	...	...	...	...	20	
	Female	...	47	37	31	141	66	200	...	1	633	
TOTAL OF PRIVATE INSTITUTIONS		81	311	3,324	10,549	3,192	33,541	18	...	40	45,706	
GRAND TOTAL OF ALL INSTITUTIONS		3,034	6,668	42,829	165,485	63,308	187,749	17	81	437	465,747	

NUMBER OF EUROPEAN COLLEGES, SCHOOLS AND SCHOLARS IN THE

[illegible]

PUNJAB FOR THE OFFICIAL YEAR 1917-18.

[illegible]

EXPENDITURE ON PUBLIC INSTRUCTION IN THE

PUBLIC

UNDER PUBLIC

Managed by

OBJECTS OF EXPENDITURE.

1	2	3	4	5	6
Re- Provincial venues.	Local Funds.	Municipal Funds.	Reca.	Endowments.	
Rs.	Rs.	Rs.	Rs.	Rs.	
UNIVERSITY EDUCATION					
<i>Art College.</i>					
English { for males ...	1,95,430	...	...	73,492	...
... .. { for females ...	...	...	...	...	...
Oriental { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
<i>College for Professional Training.</i>					
Law { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
Medicine { for males ...	1,29,012	...	...	22,759	...
... .. { for females ...	...	...	...	...	...
Engineering { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
Teaching { for males ...	1,03,703	2,982	354	...	...
... .. { for females ...	...	...	...	...	...
Agriculture { for males ...	72,303	...	...	...	...
... .. { for females ...	...	...	...	...	...
Veterinary { for males ...	87,993	...	...	13,683	...
... .. { for females ...	...	...	...	...	...
Commercial { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
Forestry { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
Total ...	4,98,501	2,982	354	99,939	...
SCHOOL EDUCATION, GENERAL.					
<i>Secondary Schools.</i>					
High Schools for males { English ...	2,95,275	...	...	3,36,553	4,856
... .. { Vernacular ...	...	...	...	...	...
Middle Schools for males { English ...	...	...	...	...	...
... .. { Vernacular ...	74,114	...	...	18,933	1,695
High Schools for females { English ...	...	...	...	...	...
... .. { Vernacular ...	...	...	...	...	...
Total ...	3,69,389	...	...	3,55,486	6,551
<i>Primary Schools.</i>					
For males	12,637	...	...	6,219	30
For females ... ..	...	...	...	...	...
Total ...	12,637	...	...	6,219	30
SCHOOL EDUCATION, SPECIAL.					
Training Schools { for males ...	1,39,054	...	...	...	...
... .. { for females ...	24,101	...	...	...	...
Schools of Art { for males ...	45,403	...	...	927	...
... .. { for females ...	...	...	...	...	...
Law Schools { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
Medical Schools { for males ...	18,775	...	...	4,700	...
... .. { for females ...	...	...	...	...	...
Engineering and Surveying Schools { for males ...	30,320	...	...	8,050	...
... .. { for females ...	...	...	...	...	...
Technical and Industrial Schools { for males ...	18,840	...	...	41	...
... .. { for females ...	...	...	...	...	...
Commercial Schools { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
Agricultural Schools { for males ...	...	...	...	...	...
... .. { for females ...	...	...	...	...	...
Reformatory Schools { for males ...	28,457	...	...	...	...
... .. { for females ...	154	...	...	...	...
Other Schools { for males ...	1,505	...	...	57	...
... .. { for females ...	...	...	...	...	...
Total ...	3,09,403	...	...	14,225	...
TOTAL DIRECT EXPENDITURES					
...	11,89,930	2,982	354	4,73,769	6,081
<i>Buildings, furniture and apparatus</i>					
University	4,75,051	...	...	15,266	1,508
...
...
...
Scholarships held in ... ..	...	...	...	...	...
Arts Colleges ... ..	...	...	...	...	...
Medical Colleges ... ..	...	...	...	...	...
Other Professional Colleges ... ..	...	...	...	...	...
Secondary Schools ... ..	...	...	...	...	...
Primary Schools ... ..	...	...	...	...	...
Technical Schools ... ..	...	...	...	...	...
Industrial Schools ... ..	...	...	...	...	...
Other Schools ... ..	...	...	...	...	...
Total ...	...	...	...	...	...
TOTAL EXPENDITURES					
...

PUNJAB FOR THE OFFICIAL YEAR 1917-18.

[illegible]

PUNJAB FOR THE OFFICIAL YEAR 1917-18.

—CONC'D.		TOTAL EXPENDITURE FROM								REMARKS.
MANAGEMENT.		Provincial Revenues.	Local Funds.	Municipal Funds.	Fees.	Endowments.	Scries and other sources.	Grants from Govt.		
Subscriptions and other sources.	Total.									
Rs.	Ru.								R.	
25	26	27	28	29	30	31	32	33	34	
36,505	1,51,544	2,01,693	860	1,500	3,32,312	22,779	71,111	6,37,114		
...	...	5,000	...	...	2,112	...	1,112	71,111	
...	...	25,578	...	...	381	...	...	...
...		
...	27,308	...	...	...	27,308	...	...	27,308	
...	...	1,23,012	...	...	12,719	...	...	1,51,771	
...		
...	...	1,03,703	2,932	351	...	...	2,792	1,03,703	1. Rupees 31,149 for the Veterinary College, Lahore.
...	...	16,344	...	...	3,755	...	...	72,091	2. Rupees 10,000 for the Agricultural College, Lahore.
...	...	72,363	...	...	...	...	...	1,01,581	3. Rupees 1,73,010 for the Imperial Military Academy, Simla. It includes the salary of the Principal.
...	...	57,993	...	...	1,692	...	...	...
...		
...		
...		
36,304	1,79,182	6,49,936	3,252	1,574	1,02,471	8,290	4,111	1,13,781	4. Rupees 12,140 for the appointment of a Principal Assistant Director of Industries, Lahore.	
41,215	1,37,920	6,16,566	43,199	83,983	10,91,957	1,7,228	1,15,9	2,19,112		
1,098	63,263	1,091	13,029	69,615	3,69,271	18,677	51,311	1,09,050		
...	...	1,97,953	87,336	6,150	67,822	1,178	1,529	3,16,68		
20,917	37,311	2,10,712	...	6,123	66,771	23,795	41,711	3,19,147		
2,322	4,972	9,594	896	3,401	17,576	9,151	16,111	8,235		
...	...	53,097	6,450	22,621	107	19,947	17,915	1,17,267		
90,952	2,14,436	11,79,048	2,01,190	1,97,153	16,615,7	2,73,360	2,807,33	3,99,641		
12,911	31,571	9,84,597	4,17,698	19,131	1,49,086	34,550	69,111	17,01,572		
3,899	9,267	2,10,217	59,049	1,286	1,301	13,511	69,111	4,3,1	7. Rupees 5,000 for the salary of Mr. C. H. G. for the year 1911-12.	
16,810	1,141	11,95,114	4,78,717	89,428	1,51,097	88,887	1,07,972	21,96,551		
1,166	2,429	1,16,632	5,671	...	961	1,574	3,115	1,57,249		
...	...	3,165	301	6,509	816	2,011	1,941	4,3,1		
...	...	15,43	...	...	927	...	...	4,3,1	
...		
...		
1,708	1,708	16,775	...	...	4,710	...	1,711	25,51	
...	...	31,000	...	...	2,331	7,140	17,013	87,31	
...	...	30,120	...	...	9,150	...	...	41,010	
...		
800	800	52,910	12,935	13,785	4,544	9,574	6,968	9,079		
...	...	2,311	1,171	...	118	1,110	92	6,071		
...		
...		
...		
...	...	36,557	...	...	...	...	...	23,477	
...	...	154	...	...	...	...	...	151	
...	...	9,212	...	...	2,016	...	2,202	13,980	
...	...	3,335	...	...	1,286	...	734	5,385	
3,974	4,935	11,01,215	2,078	20,217	12,100	22,291	33,420	5,55,558		
1,46,061	1,69,694	91,27,714	7,01,287	3,06,840	22,10,134	3,91,967	1,70,000	7,13,410		
1,95,849	3,99,544	5,52,961	8,14,366	30,253	33,601	1,07,835	8,80,995	15,18,111		
...	...	87,730	...	...	2,03,120	...	39,628	3,90,504	
...	...	78,351	...	...	...	...	...	78,354	
...	...	3,45,453	59,023	7,284	...	...	...	4,11,785	
...	...	30,184	2,543	3,261	18,292	13,205	10,216	75,941		
...	...	5,362	332	393	...	...	173	6,818	
...	...	8,396	3,431	540	...	2,305	17,544	20,897		
...	...	82,134	88,563	12,102	...	2,877	2,466	1,05,324		
...	...	26,044	1,618	443	...	280	38	39,957		
...	...	11,261	340	108	...	...	...	44,983	
...	...	3,382	4,270	3,388	...	497	7,813	18,414		
...	1,421		
...	...	1,41,971	43,014	16,096	41,387	6,145	89,013	5,24,110		
...	9,379	2,34,384	1,35,060	1,04,564	8,60,120		
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THE NEW YORK TIMES

PUBLIC										
INDIVIDUAL PRIVATE										
A. B. C. D. E. F. G. H. I. J. K. L. M. N. O. P. Q. R. S. T. U. V. W. X. Y. Z.										
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TABLE IV-A.

IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

INSTITUTIONS.						TOTAL EXPENDITURE FROM							REMARKS.
MANAGEMENT.													
or Municipal Boards													
Unaided.													
Subscriptions and other sources.	Total.	Fees.	Endowments.	Subscriptions and other sources.	Total.	Provincial Revenues.	District Funds.	Municipal Funds.	Fees.	Endowments.	Subscriptions and other sources.	Grand Total.	
Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	Rs.	
...	
...	
...	10,000	...	...	...	...	...	10,000	
...	10,000	...	...	...	...	...	20,000	
...	20,000	...	...	...	...	...	30,000	
137	72,000	...	...	37,941	3,800	137	1,13,431	
7,64	10,000	...	...	11,000	...	7,64	1,00,000	
7,64	85,40	...	...	3,000	1,000	7,64	1,10,000	
11,252	27,311	...	...	15,402	...	11,252	64,000	
20,000	2,13,210	1,03,000	5,000	20,000	2,48,210	
5,978	21,330	1,000	5,524	...	5,978	21,330	
...	
5,978	21,330	12,000	5,000	...	5,978	21,330	
...	
...	
...	
...	
...	
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32,000	2,74,112	2,53,119	1,12,000	5,000	32,000	4,03,479	
25,751	44,319	17,402	14,235	...	25,751	55,408	
...	13,259	...	...	...	...	...	12,259	
...	
...	3,138	...	...	...	...	...	3,138	
...	9,891	...	...	...	...	...	9,891	
...	
...	
...	
...	
...	
...	
...	
...	1,20,000	...	...	40,101	...	20,000	1,80,101	
...	20,000	...	...	1,70,000	...	70,000	2,60,000	
20,751	44,319	...	...	...	...	2,50,000	...	...	2,50,000	...	2,50,000	5,50,000
20,751	44,319	...	...	...	...	5,00,000	...	...	5,00,000	...	5,00,000	10,00,000

The amount shown at columns 2, 7 and 13 includes Imperial Fund, Rs 236,500 which were utilised as follows -

1. Rs 1,75,010 for the Lawrence Military Asylum, Faisalawa.

2. Rs 25,000 for salary grant - to European & Chinese.

3. Rs 10,000 for the Government Technical School, Sarawak.

The amount shown in columns 7 and 13 includes Imperial Funds, Rs. 2,50,000 which were utilized as follows —

1. Rs. 1,75,010 for the Lawrence Military Asylum, Ferozepur.
2. Rs. 25,000 for salary grant to European staff.
3. Rs. 10,000 for the Government Training Class, Ferozepur.
4. Rs. 15,000 for the Lawrence School, Ghora Gali.

STAGES FOR INSTRUCTION OF PUPILS IN PUBLIC SCHOOLS FOR GENERAL

[illegible]

EDUCATION IN THE PUNJAB AT THE END OF OFFICIAL YEAR 1917-18.

LOWER PRIMARY STAGE.									TOTAL PRIMARY STAGE.			GRAND TOTAL.			REMARKS.
Comprising all pupils who have not passed beyond the Lower Primary Stage.															
Reading Printed Books.			Not Reading Printed Books.			Total.									
Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	Males.	Females.	Total.	
16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31
1,789	...	1,789	...	...	...	1,789	...	1,789	1,679	..	1,679	12,279	...	12,279	
...	
3,147	...	3,147	...	...	...	3,147	...	3,117	6,920	...	6,929	11,461	...	11,461	
12,107	6	12,113	157	...	157	12,264	6	12,270	17,219	8	17,287	25,148	9	25,156	
3,181	1	3,182	99	...	99	3,280	1	3,281	6,065	2	6,070	9,691	2	9,693	
918	...	918	21	...	21	939	...	939	1,300	...	1,300	1,739	...	1,739	
11,885	83	11,918	...	...	...	11,885	33	11,918	22,386	83	22,324	12,582	43	42,635	
340	...	340	...	...	...	340	...	340	505	...	505	655	...	655	
2,029	...	2,029	...	...	...	2,029	...	2,029	4,573	...	4,573	8,170	...	8,170	
...	
35,846	40	35,886	277	...	277	35,623	40	35,663	63,089	45	63,137	111,741	50	111,777	
58	377	11	1	8	9	59	385	444	59	593	652	59	863	922	
...	
...	
...	617	11	...	...	...	...	617	617	...	837	837	...	935	935	
...	
3	1,255	1	...	...	...	3	1,255	1,259	3	2,515	2,019	3	2,475	1,478	
220	1,110	1	...	16	16	220	1,126	1,341	200	1,621	1,851	261	1,341	2,606	
...	2,771	2	...	49	49	...	2,821	2,831	...	3,565	3,565	...	4,021	4,021	
...	310	...	...	...	...	...	310	310	...	453	453	...	594	594	
...	
281	6,172	1	1	72	73	282	6,144	6,826	832	9,541	9,406	1,23	11,233	11,559	
35,627	6,612	1	274	72	350	35,905	6,581	42,189	63,411	9,132	72,543	112,650	11,286	123,936	
662	...	662	...	...	...	662	...	662	1,035	...	1,035	1,085	...	1,085	
130,501	90	130,591	460	...	460	130,961	98	131,059	166,493	103	166,591	166,189	703	166,591	
9,070	7	9,077	526	...	526	9,605	7	9,612	10,264	7	10,269	10,262	7	10,269	
51,151	934	52,085	110	...	110	51,261	934	52,195	57,400	1,065	58,465	57,400	1,065	58,465	
6,074	48	6,122	55	...	55	6,129	48	6,177	6,937	48	6,985	6,937	48	6,985	
197,467	1,087	198,554	1,161	...	1,161	199,618	1,087	199,705	243,123	1,233	243,845	242,192	1,233	243,845	
...	
9	14,818	14,822	...	15	15	9	14,836	14,837	9	16,463	16,472	9	16,463	16,472	
66	3,947	3,912	...	19	19	66	3,966	3,981	68	9,886	9,951	66	9,886	9,981	
118	14,340	14,458	...	276	276	118	14,615	14,790	119	14,866	14,400	118	14,866	14,400	
27	1,395	1,319	...	18	18	27	1,409	1,400	27	1,854	1,481	27	1,854	1,481	
514	20,465	20,979	...	284	284	514	20,714	20,788	512	43,081	43,344	514	43,081	43,344	
125,089	97,975	223,064	1,320	...	1,320	126,409	98,295	224,704	243,396	48,374	265,590	243,395	48,374	265,590	
125,089	97,975	223,064	1,320	...	1,320	126,409	98,295	224,704	243,396	48,374	265,590	243,395	48,374	265,590	

TABLE SHOWING THE NUMBER OF PUPILS IN EACH STAGE

			Europeans and Anglo- Indians.	Indian Christians.	HINDUS.		Sikhs.
					Brahmins.	Non- Brahmins.	
1			2	3	4	5	6
College stage	...	{ Males ... Females ...	20	53	473	3,187	860
			34	19	4	5	1
High stage	...	{ Males ... Females ...	78	99	1,217	4,956	1,710
			96	37	8	36	11
Middle stage	...	{ Males .. Females ...	391	313	4,612	15,197	5,718
			435	223	90	639	243
Upper Primary stage	...	{ Male .. Females ...	210	521	7,591	25,325	10,975
			371	371	569	3,316	1,249
Lower Primary stage	...	{ Males .. Females ..	517	2,742	20,907	77,719	31,703
			592	1,257	3,597	20,108	7,166
Special schools	...	{ Males ... Females ...	2	110	363	1,057	423
			51	577	24	97	36
Private institutions...	...	{ Males ... Females ...	11	126	2,427	9,344	2,652
			47	85	297	1,059	500
MALES ...			1,322	3,999	37,620	136,785	54,046
FEMALES...			1,692	2,569	4,809	25,260	9,208
TOTAL ...			3,014	6,568	42,429	162,045	63,254

BLE V-A.

INSTRUCTION, CLASSIFIED ACCORDING TO SEX, RACE OR CREED (917-1-2).

hammad...	Buddhist.	Hindu	Other	Total of columns 1 to 10	Deceased cases	Total of columns 11-17	RE MARKS.
7	8	9	10	11	12	13	14
1,220	...	1	...	5,825	...	5,825	
2	...	1	...	66	...	66	
2,682	...	7	1	10,750	2	10,752	
8	...	2	1	199	...	199	
11,510	...	9	9	37,840	38	37,877	
251	...	6	5	1,950	...	1,955	
25,809	...	9	58	70,617	263	71,010	
1,510	...	8	3	7,190	10	7,500	
98,283	1	21	197	232,120	2,616	234,736	
11,950	...	15	30	11,715	171	11,886	
2,076	...	1	19	1,036	150	1,206	
99	...	...	1	888	31	922	
21,748	10	...	45	56,372	111	56,483	
10,293	...	...	1	12,252	30	12,312	
163,553	17	43	329	397,719	3,280	400,999	
24,183	...	32	44	67,595	245	67,840	
187,786	17	80	578	455,814	3,525	459,339	

RESULTS OF THE PRESCRIBED EXAMINATION IN

[illegible]

GENERAL

RESULTS OF THE PRESCRIBED EXAMINATIONS IN

		S				A M H O P E A M P L E S					
		1	2	3	4	5	6	7	8	9	10
		1	2	3	4	5	6	7	8	9	10
COLLEGE OF PHYSICIAN AND SURGEON - m/m											
Medical											
Master of Surgery	{ Males	...	...	...	...	...	...	...	...	...	...
Master of Obstetrics	{ Males	...	...	...	...	...	...	...	...	...	...
Bachelor of Medicine or Surgery	{ Males	1	...	...	1	...	...	...	...	...	26
Bachelor of Hygiene	{ Males	...	...	...	...	...	...	...	...	...	...
Bachelor of Sanitary Science	{ Males	...	...	...	...	...	...	...	...	...	...
Licentiate of Medicine and Surgery	{ Males	...	...	...	...	...	...	...	...	...	...
Engineering											
Master of Civil Engineering	{ Males	...	...	...	...	...	...	...	...	...	...
Bachelor of Civil Engineering	{ Males	...	...	...	...	...	...	...	...	...	...
Licentiate of Civil Engineering	{ Males	...	...	...	...	...	...	...	...	...	...
EXAMINATIONS IN CONDUCTED BY THE COLLEGE											
Civil Engineers	{ Males	...	...	...	...	...	...	...	...	...	...
Electrical Engineers	{ Males	...	...	...	...	...	...	...	...	...	...
Upper Subordinate	{ Males	...	...	...	...	...	...	...	...	...	...
Lower Subordinate	{ Males	...	...	...	...	...	...	...	...	...	...
Teaching											
Post-graduate degrees or licenses	{ Males	1	...	...	1	51	...	...	...	...	54
Under-graduate licenses or diplomas	{ Males	1	...	...	1	...	...	...	...	...	126
	{ Females	1	...	...	1	...	28	...	...	...	33
Agriculture.											
Master of Agriculture	{ Males	...	...	...	...	...	...	...	...	...	...
Bachelor of Agriculture	{ Males	...	...	...	...	...	...	...	...	...	...
Licentiate of Agriculture	{ Males	...	...	...	...	...	...	...	...	...	...
Veterinary Examinations	{ Males	1	...	...	1	45	...	...	...	...	45
Commercial Examinations	{ Males	...	...	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...	...	...
SCHOOLS FOR GENERAL EDUCATION.											
Matriculation	{ Males	20	74	23	131	1,189	2,724	910	477	5,800	
	{ Females	...	5	1	6	...	26	6	10	42	
School final or leaving certificate	{ Males	...	...	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...	...	...
Final examination	{ Males	...	...	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...	...	...
Final examination	{ Males	...	...	...	...	...	...	...	...	...	...
	{ Females	...	...	...	...	...	...	...	...	...	...

TABLE VI—CONTINUED

THE 117 JAB DURING THE OFFICIAL YEAR 1974-75

[illegible]

GENERAL

RESULTS OF THE PRESCRIBED EXAMINATIONS IN

[illegible]

TABLE VI—CONCLUDED.

THE PUNJAB DURING OFFICIAL YEAR 1917-18—CONCLUDED.

[illegible]

GENERAL

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

OBJECTS OF EXPENDITURE.	EXPENDITURE OF LOCAL BOARDS						
	IN INSTITUTIONS MANAGED BY						
	Number of Institutions.	Number of Scholars or pupils on 31st March.	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Local funds.	Municipal grants.
1	2	3	4	5	6	7	8
UNIVERSITY EDUCATION.					Rs.	Rs.	Rs.
<i>Arts Colleges</i>							
English { for males
... .. { for females
Oriental { for males
... .. { for females
<i>Colleges or Departments of Colleges for Professional Training</i>							
Law { for males
... .. { for females
Medicine { for males
... .. { for females
Engineering { for males
... .. { for females
Teaching { for males
... .. { for females
Agriculture { for males
... .. { for females
Total
SCHOOL EDUCATION, GENERAL.							
<i>Secondary Schools.</i>							
High Schools for males { English ...	8	2,282	2,473	2,162	...	22,518	350
... .. { Vernacular ...	49	9,179	9,413	8,496	...	41,096	12,213
Middle Schools for males { English ...	137	25,153	25,711	23,151	...	41,897	...
... .. { Vernacular
High Schools for females { English
... .. { Vernacular ...	6	965	966	759	...	1,013	...
Total ...	191	37,552	37,561	34,433	...	1,37,443	13,508
<i>Primary Schools.</i>							
For males	3,417	149,591	149,311	137,919	...	3,21,450	1,373
For females	45	10,472	10,472	13,075	...	1,1725	1,300
Total ...	3,474	1,59,063	1,59,783	1,50,994	...	4,19,173	2,673
SCHOOL EDUCATION, SPECIAL.							
Training Schools { for males	5,671	...
... .. { for females
Schools of Art { for males
... .. { for females
Law Schools { for males
... .. { for females
Medical Schools { for males
... .. { for females
Engineering and Surveying Schools { for males
... .. { for females
Technical and Industrial Schools { for males ...	11	891	898	770	...	12,899	4,035
... .. { for females
Commercial Schools { for males
... .. { for females
Agricultural Schools { for males
... .. { for females
Other Schools { for males
... .. { for females
Total ...	11	891	903	770	...	18,370	4,035
TOTAL DIRECT EXPENDITURE ...	4,078	221,508	218,134	196,092	...	5,93,438	20,276
<i>Buildings furniture and apparatus</i>	3,14,127	...
University
Inspection
Scholarships held in—
Arts Colleges
Medical Colleges
Other Professional Colleges
Secondary Schools
Primary Schools
Medical Schools
Technical and Industrial Schools
Other Special Schools
Miscellaneous
Boarding Houses (Boarding Expenditure)
TOTAL INDIRECT EXPENDITURE

TABLE VII.

DISBURSEMENT ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1914-15.

[illegible]

RETURN SHOWING THE DISTRIBUTION OF LOCAL BOARDS AND MUNICIPAL EXPEN

EXPENDITURE OF MUNICIPAL BOARDS							
IN INSTITUTIONS MANAGED							
OBJECTS OF EXPENDITURE	Number of Institutions	Number of scholars on the rolls on 31st March	Average number on the rolls monthly during the year.	Average daily attendance.	Provincial grants.	Municipal rates.	Local Boards' grants.
	1	2	3	4	5	6	7
						Rs.	Rs.
UNIVERSITIES							
English
Oriental
University of Calcutta for Provincial Teaching.
Law
Medical
Engineering
Teaching
Agriculture
Total
SCHOOLS							
Government
Municipal
Private
Total
Pre-Primary Schools
Primary
Secondary
Technical
Commercial
Agricultural
Other
Total
Training Schools
Schools of Art
Law Schools
Medical Schools
Engineering and Surveying School
Technical and Industrial Schools
Commercial Schools
Agricultural Schools
Other Schools
Total
Total Direct Expenditure
Buildings, furniture and apparatus
University
Intermediate
Schools held in—
Academies
Medical Colleges
Other Professional Colleges
Engineering Schools
Commercial Schools
Agricultural Schools
Other Schools

TABLE VII—CONCLUDED.

REPORT ON PUBLIC INSTRUCTION IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-18.

[illegible]

GENERAL TABLE VIII.

ATTENDANCE AND EXPENDITURE IN HOSTELS OR BOARDING-HOUSES FOR
THE OFFICIAL YEAR 1917-18.

		NUMBER OF		NUMBER OF BOARDERS WHO ARE STUDENTS OF						CAPITAL EXPENDITURE FROM				
		Hos'ls or Boarding-houses,	Boarders,	Arts Colleges	Colleges for Professional Training.	Secondary Schools.	Primary Schools.	Special Schools	Provincial revenue.	Local or Municipal funds.	Endowments.	Subscriptions and other sources.	Fees.	Total.
1		2	3	4	5	6	7	8	9	10	11	12	13	14
									Rs.	Rs.	Rs.	Rs.	Rs.	Rs.
MANAGED BY GOVERNMENT.														
Males	...	53	4,280	308	535	2,304	78	1,055	...	...	...	...	...	...
Females	...	4	407	...	...	353	10	44	...	...	...	...	...	...
MANAGED BY LOCAL OR MUNICIPAL BOARDS.														
Males	...	241	6,648	...	...	6,094	614	40	...	14,148	...	...	...	14,148
Females	...	4	38	...	...	...	...	35	...	...	...	...	...	...
AIDED BY GOVERNMENT OR BY LOCAL OR MUNICIPAL BOARDS.														
Males	...	101	5,861	300	12	5,333	216	...	...	...	4,801	8,117	...	12,918
Females	...	39	2,051	...	33	1,396	415	207	...	...	1,543	...	...	1,543
UNAIDED.														
Males	...	60	5,697	2,011	196	3,198	294	198	...	...	2,485	61,315	128	63,873
Females	...	14	939	16	2	629	292	...	...	...	2,430	8,877	2,140	13,247
TOTAL														
Males	...	475	32,886	2,619	748	16,929	1,102	1,398	...	14,148	7,336	69,432	128	90,929
Females	...	61	3,489	16	35	2,578	717	399	...	...	3,973	8,977	2,140	14,520

GENERAL TABLE X.

CLASSIFICATIONS OF PUPILS BY DEPARTMENTS IN THE PUNJAB FOR 1917-18.

SCHOOL FOR GENERAL EDUCATION.											ARTS COLLEGES.*							GRAND TOTAL.	REMARKS.
I.	II.	III.	IV.	V.	VI.	VII.	VIII.	IX.	X.	Total	1st year.	2nd year.	3rd year.	4th year.	5th year.	6th year or Post-Graduate Class	Total.		
2	8	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
157,627	68,886	58,109	42,443	36,067	17,560	18,189	9,093	6,182	4,769	408,925	1,430	1,277	714	878	118	91	4,508	413,433	

* 25,444 pupils were admitted to the various departments of the Oriental College Lahore.

GENERAL TABLE XI.

STATEMENT SHOWING PARTICULARS OF MAKTABS, MUJLA SCHOOLS AND PATHSHALAS IN THE PUNJAB FOR THE OFFICIAL YEAR 1917-19.

Particulars.				Classed in General Table III as "Primary schools."	Classed in General Table III as "Other schools."	Classed in General Table III as "Private institutions."	TOTAL
1				2	3	4	5
MAKTABS.				No.	No.	No.	No.
1. Institutions ...	...	...	{ For boys ...	1,085	..	632	1,667
			{ For girls ...	118	...	296	409
2. Pupils ...	...	...	{ Boys ...	89,228	...	11,529	50,756
			{ Girls ...	3,687	...	4,682	8,269
				Rs.	Rs.	Rs.	Rs.
3. Expenditure from provincial funds ...	...	...		2,912	...	...	2,912
4. Expenditure from district or local funds ...	...	...		1,27,682	...	...	1,27,682
5. Expenditure from municipal funds ...	...	...		14,101	...	...	14,101
6. Fees ...	...	...		2,217	...	...	2,217
7. Other sources ...	...	...		20,211	...	...	20,211
8. Total expenditure ...	...	...		1,67,123	...	...	1,67,123
MUJLA SCHOOLS.				No.	No.	No.	No.
1. Institutions ...	...	...	{ For boys ...	2	...	780	782
			{ For girls ...	...	...	402	402
2. Pupils ...	...	...	{ Boys ...	67	...	11,749	11,816
			{ Girls ...	...	...	5,767	5,767
				Rs.	Rs.	Rs.	Rs.
3. Expenditure from provincial funds ...	...	...		...	...	...	...
4. Expenditure from district or local funds ...	...	...		...	...	...	...
5. Expenditure from municipal funds ...	...	...		227	...	...	227
6. Fees ...	...	...		...	...	...	...
7. Other sources ...	...	...		120	...	...	120
8. Total expenditure ...	...	...		347	...	...	347
PATHSHALAS.				No.	No.	No.	No.
1. Institutions ...	...	...	{ For boys ...	207	...	382	589
			{ For girls ...	58	...	46	98
2. Pupils ...	...	...	{ Boys ...	7,368	...	11,290	18,657
			{ Girls ...	1,519	...	1,162	2,681
				Rs.	Rs.	Rs.	Rs.
3. Expenditure from provincial funds ...	...	...		3,953	...	...	3,953
4. Expenditure from district or local funds ...	...	...		18,801	...	...	18,801
5. Expenditure from municipal funds ...	...	...		7,755	...	...	7,755
6. Fees ...	...	...		1,418	...	400	1,818
7. Other sources ...	...	...		36,459	...	800	37,259
8. Total expenditure ...	...	...		68,941	...	1,300	69,241

GENERAL TABLE XII.

PARTICULARS OF VERNACULAR PRIMARY SCHOOLS FOR MALES IN THE PUNJAB FOR THE YEAR ENDING 31ST MARCH 1917-18.

District.	NUMBER OF SCHOOLS.										NUMBER OF SCHOLARS.										TOTAL EXPENDITURE (DIRECT AND INDIRECT) ON SCHOOLS.	REMARKS.
	UNDER PUBLIC MANAGEMENT.					UNDER PRIVATE MANAGEMENT.					Total.	UNDER PUBLIC MANAGEMENT.		UNDER PRIVATE MANAGEMENT.						Total.		
	Upper.	Lower.	Aided.		Unaided.		Upper.	Lower.	Aided.			Unaided.		Upper.	Lower.	Upper.	Lower.	Upper.	Lower.			
			Upper.	Lower.	Upper.	Lower.			Upper.	Lower.		Upper.	Lower.									
2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19					
...	156	19	12	...	1	...	187	4,182	682	582	...	53	...	5,449	49,617	4,947	Rs.					
...	123	10	24	...	...	4	161	6,636	868	995	...	...	110	8,059	55,316	6,167		
...	113	8	49	...	19	...	159	4,671	516	1,648	...	532	...	7,387	49,419	10,040						
...	102	9	13	7	...	5	136	3,471	401	513	401	...	1 1	4,957	38,799	5,594						
...	148	4	40	6	21	...	214	6,277	504	1,334	506	529	...	9,210	63,913	16,064						
...	7	9	2	1	...	...	19	413	261	72	30	...	...	716	11,820	2,254		
Total	644	58	110	14	41	9	905	25,030	3,102	5,204	937	1,114	231	35,758	2,68,903	45,303						
...	81	16	45	65	...	11	214	5,634	605	1,776	1,998	...	304	10,277	46,961	19,585						
...	165	2	83	...	12	...	268	11,537	131	3,563	...	380	...	15,614	97,338	10,936						
...	125	3	21	38	...	6	195	8,024	157	691	1,389	...	206	10,417	69,073	8,866						
...	87	6	25	2	...	4	123	5,313	273	908	98	...	122	6,714	46,945	8,928						
...	128	29	28	17	...	2	204	6,014	992	1,096	511	...	235	8,848	64,503	8,831						
Total	586	56	207	122	12	23	1,006	36,582	2,161	8,034	3,846	380	887	51,870	3,24,826	51,646						

[illegible]

